

# PUB711 Foundations of Health Economic Evaluation

**School:** School of Health - Public Health

2025 | Session 6

Online

ONLINE

You can do this course without coming onto campus.

*Please go to [usc.edu.au](https://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course introduces key concepts in health economics relevant for economic evaluation, such as (cost-)effectiveness, equity, and efficacy. You will learn about the importance of economic evaluation for health care and public health decision making in the context of limited resources and competing demands. You will acquire knowledge and skills in different economic evaluation methods, including relevant steps in study design, interpretation of results, and how economic evidence can be used for public policy priority setting and resource allocation.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
<b>Online</b> – 5 hours of structured online learning materials plus optional 1-hour online consultation session	6hrs	Week 1	8 times

### 1.3. Course Topics

- Health economics foundation theory and concepts including cost-effectiveness, cost-utility and cost-benefit, and cost-minimisation analysis.
- Economic evaluation design and methods.
- Role of economic evaluation evidence in health-related decision-making.
- Process and steps of designing a health economic evaluation, including sourcing and measuring costs, and consequences of competing alternatives.
- Interpretation of results of economic evaluations.

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	International Union for Health Promotion and Education
1 Apply health economic theory and concepts to the Australian health care and public health contexts.	Knowledgeable Empowered Engaged	A.5, A.10, A.11, 9.1, 9.5
2 Determine contemporary economic evaluation methods and design components of economic evaluations.	Knowledgeable Creative and critical thinker Ethical	A.6, B.6, A.8, B.8, B.10, A.11, 6.2, 6.3, 8.2, 9.1, 9.2, 9.3, 9.4
3 Critically appraise and reflect on the strengths and limitations of health economic evidence in informing decision making and policy design.	Knowledgeable Empowered Sustainability-focussed	A.5, A.8, A.10, B.10, A.11, 6.2, 9.1, 9.2, 9.3, 9.5

\* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
A.6	Ensuring that health promotion action is beneficial and causes no harm
B.6	The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for health promotion action
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.10	Sustainable development and sustainable health promotion action
B.10	The systems, policies and legislation which impact on health and their relevance for health promotion.
A.11	Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills
6.2	Use a variety of assessment methods including quantitative and qualitative research methods
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
8.2	Develop, pilot and use appropriate resources and materials
9.1	Identify and use appropriate health promotion evaluation tools and research methods
9.2	Integrate evaluation into the planning and implementation of all health promotion action
9.3	Use evaluation findings to refine and improve health promotion action
9.4	Use research and evidence-based strategies to inform practice
9.5	Contribute to the development and dissemination of health promotion evaluation and research processes

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in any postgraduate program

## 5.2. Co-requisites

Not applicable

## 5.3. Anti-requisites

Not applicable

## 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

# 6. How am I going to be assessed?

## 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

## 6.2. Details of early feedback on progress

You will be provided with practice opportunities in week 2 to help you prepare for Task 1.

## 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	35%	1200 words	Week 3	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	65%	2000 words	Week 8	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Economic evaluation study critical appraisal

<b>GOAL:</b>	To demonstrate your skills in the critical appraisal of a health economic evaluation.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Critical assessment, using the knowledge and skills gained throughout the course, to critique a published health economic study which will be allocated to you. More details will be provided in Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Appropriate interpretation of the results of the economic evaluation.	1
	2	Application of relevant economic evaluation principles and concepts to support appraisal argument.	1 2
	3	Critique of the findings of the economic evaluation.	3
	4	Quality of the communication of the appraisal findings.	1
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation		

## All - Assessment Task 2: Economic evaluation design

GOAL:	To demonstrate your skills in designing a health economic evaluation.				
PRODUCT:	Written Piece				
FORMAT:	You will design an evidence-based health economic evaluation. More details will be provided in Canvas.				
CRITERIA:	No.		Learning Outcome assessed		
	1	Application of economic evaluation evidence to design a health economic evaluation.	1	2	3
	2	Accuracy of the process and steps used to design a health economic evaluation.	1	2	3
	3	Appropriateness of the economic evaluation evidence to inform health related decision making and policy.	1	2	3
	4	Quality of the communication of the health economic evaluation design.	1	2	3
GENERIC SKILLS:	Communication, Problem solving, Organisation				

### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011				
All delivery modes	Written Piece	Economic evaluation study critical appraisal	9.3	Taught, Practiced, Assessed
			B.7	Taught, Practiced, Assessed
			B.8	Taught, Practiced, Assessed
		Economic evaluation design	9.3	Taught, Practiced, Assessed
			B.8	Taught, Practiced, Assessed
			B.10	Taught, Practiced, Assessed

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Michael Drummond, Mark J. Sculpher, Karl Claxton, Greg L. Stoddart, George W. Torrance	2015	Methods for the Economic Evaluation of Health Care Programmes	4th	Oxford University Press, USA

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

#### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.10. General Enquiries

##### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)