

PUB711

Foundations of Health Economic Evaluation

School: School of Health - Public Health

2026 | Session 6

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.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			
Online – 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

5.5. Microcredential Information

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 have weekly practice opportunities 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%	1000 words	Week 4	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

GOAL:	To demonstrate your skills in the critical appraisal of a health economic evaluation.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Critical assessment, to critique a published health economic study using a critical appraisal tool (template provided). You will apply the foundational knowledge gained in the course and integrate relevant evidence appropriately. More details will be provided online.		
CRITERIA:	No.		Learning Outcome assessed
	1	Appropriate interpretation of the results of the economic evaluation.	1
	2	Application of relevant economic evaluation principles and concepts to support appraisal argument, including appropriate integration of evidence.	1 2
	3	Critique of the findings of the economic evaluation, including appropriate integration of evidence.	3
	4	Quality of the communication of the appraisal findings, including appropriate use of evidence.	1
GENERIC SKILLS:	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		
AUTHORSHIP STATEMENT:			
FORMAT:	You will design an evidence-based health economic evaluation. You will apply the knowledge and skills gained throughout the course and integrate relevant evidence appropriately. More details will be provided online.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Application and appropriate integration 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, including appropriate integration of evidence.	1 2 3
	3	Appropriate use and integration of 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, including appropriate integration of evidence.	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)