MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	1606
Module Title	Health Decision Science
Module Organiser(s)	Simon Procter, John Edmunds and Kiesha Prem
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100404 : 101317 : 100091
Term of Delivery	Term 2
Mode of Delivery	For 2024-25 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 who undertake this module are expected to be familiar with Excel, and be capable of carrying out basic functions using Excel software (drawing box and arrow diagrams, inserting formulae into cells, producing simple charts and tables etc.). Some of the worked examples do contain some complex formulae and students will benefit from more advanced Excel knowledge if they wish to fully explore these. However, this is not a requirement of the course. Students should be reasonably numerate and feel confident in basic mathematics (primarily arithmetic) and simple logic. 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)".
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	40-50
Target Audience	This module will be of interest primarily to students who are interested in decision making in public and global health. An interest in quantitative analysis will be useful since many of the techniques in this field are quantitative.
Module Description	Leaders around the world – leaders of families, schools, workplaces, hospitals, governments, and multinational organisations - have to make incredibly tough decisions that affect the lives of billions of people. Should we close schools during a pandemic? Should we fund an expensive new drug that will save lives? 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. We will take a look at a diverse range of subjects that contribute to this field: from statistics to sociology, and from economics to ethics. Many examples will be drawn from the world of infectious diseases, but the approaches are applicable across public health. Note: Decision science is an interdisciplinary and integrative approach. It has both quantitative and qualitative components. This course aims to train students to understand, interpret and integrate evidence across different fields to support decision making. It does not provide expert-level training in any of the individual fields (e.g. mathematical modelling, health economics, qualitative methods).
Duration	5 weeks at 2.5 days per week
Timetabling slot	D2
Last Revised (e.g. year changes approved)	August 2024

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
This module aims to equip students in some of the techniques needed to support decision makers in making key decisions in health that can affect the lives of people around the world.

Module Intended Learning Outcomes
By the end of this module, students should be able to: • understand key elements of the health decision-making process; • describe the strengths and weaknesses of different approaches to health decision-making; • choose health decision-making approaches that are appropriate to specific health situations; and, • apply health decision-making approaches to real-world or hypothetical health situations.

Indicative Syllabus

Session Content
The lectures will cover the following topics: • introduction to health decision science; • engaging stakeholders; • disease modelling; • health service planning; • health economics; • uncertainty; • multi-criteria decision analysis; and, • communication.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	40	27%
Directed self-study	35	23%
Self-directed learning	40	27%
Assessment, review and revision	35	23%
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
The main method used is exposition interspersed with discussion, followed by practical exercises. This is combined with private study.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA. The assessment for this module will be online. Formal assessment of this module includes an assessed assignment (100%) to be submitted at the end of the module. The assignment will be a written report. 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
The module has no required reading.

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.