



Department  
of Social Policy

Department of Social Policy

## Postgraduate Handbook

### Executive MSc Health Economics, Policy and Management

2015-17

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[lse.ac.uk/socialPolicy](http://lse.ac.uk/socialPolicy)





September 2015

Dear Social Policy Student,

A very warm welcome to the Department of Social Policy!

Your Department has an international reputation for excellence and is one of the largest Social Policy departments in the UK. The latest Research Excellence Framework (the UK's nationwide assessment of research quality, impact and environment) ranked the Department first in the country for world leading and internationally excellent research. We were also awarded the joint highest marks for the non-academic 'real world' impacts of our work.

The study of Social Policy began at the London School of Economics in 1912. It grew out of the early social work training course of the Charity Organisation Society and the generosity of an Indian industrialist, Sir Ratan Tata, who carried out pioneering work on poverty. This tradition of combining action and research, was followed by the ground-breaking contributions of Richard Titmuss, Peter Townsend, Brian Abel-Smith and David Donnison; and led to the development of Social Policy as a discipline and the building of the Welfare State itself in Britain and abroad.

The interests of the Department today embrace virtually all the major issues that confront individual countries and the world today including: how best to provide health care and education; the provision of reasonable housing and social services; the problems posed by ageing populations; poverty, inequality and social exclusion at national and global levels; and the role of national and local government and non-governmental organisations in instigating policy reform and change. The Department's focus is very much on headline issues, as well as on more traditional areas of scholarship. All of these are explored in an increasingly international and dynamic context – one in which national, European and global matters interact and merge.

The interdisciplinary nature of Social Policy means that when you graduate you will be equipped with a broad range of knowledge and skills that can be applied in many different settings. Many Social Policy alumni apply their academic training directly, working as policy specialists in the government, NGO and private sectors. Furthermore, the high-level analytical and research skills developed by our degree programmes are also highly valued by employers as diverse as the media, management consultancy, teaching and the development sector.

You will find LSE to be a vibrant and exciting place. There is much to enjoy, both academically and socially. In particular you will quickly discover that there are major public events – lectures, debates and so on – almost every day of the week. Being in the centre of the capital city, close to the heart of government and all the main media, LSE is uniquely well-placed to act as a host for the most distinguished of visitors. These occasions will focus on areas close to the things you are here to study, as well as matters well beyond, and I would urge you to make the most of this opportunity.

I am sure your time here will be both rewarding and stimulating. Enjoy!

Yours sincerely,



Professor David Lewis  
Head of Department



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**Department of  
Social Policy**



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

**The School**





## The Essentials

### Term Dates 2015/16

[lse.ac.uk/termdates](http://lse.ac.uk/termdates)

#### Michaelmas Term

Thursday 24 September – Friday 11 December 2015

#### Lent Term

Monday 11 January – Thursday 24 March 2016

#### Summer Term

Monday 25 April – Friday 10 June 2016

#### School closures

Christmas	Wednesday 23 December 2015 – Friday 1 January 2016
Easter holiday closure	Friday 25 March – Thursday 31 March 2016
Public holidays	Monday 2 May, Monday 30 May, Monday 29 August 2016

#### Reading Weeks

Reading weeks are held in week six of the Michaelmas and Lent terms (weeks commencing Monday 2 November and Monday 15 February). Course convenors are responsible for determining if there will be any teaching activity or if, instead, a reading week will take place for their course. For further details, please see the Moodle page for the relevant course.

### Welcome Week

[lse.ac.uk/yourFirstWeeks](http://lse.ac.uk/yourFirstWeeks)

[lse.ac.uk/welcomeweek](http://lse.ac.uk/welcomeweek)

The Your First Weeks section of the website provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late to LSE, crucial health information, how to set up your LSE IT account, School support services and much more. The Welcome Week guide contains information about events taking place at the start of the academic year, including those specific to the Department, and the Students' Union Welcome Fair, as well as central School welcome events.

### LSE for You

[lse.ac.uk/lseforyou](http://lse.ac.uk/lseforyou)

LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:

- view or update your personal details
- select your courses
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE for You via the login page. Use your LSE network username and password to login.

## Moodle

[moodle.lse.ac.uk](http://moodle.lse.ac.uk)

Moodle is LSE's Virtual Learning Environment (VLE). Moodle is a password-protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions relating to your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

Moodle can be accessed from any computer connected to the internet, on and off campus. To access Moodle go to **moodle.lse.ac.uk** and use your LSE username and password to log in. This page also has links to help and advice on using Moodle. You will also find links to Moodle from a number of web pages including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the IT helpdesk [it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk).

## Email

The School will use your LSE email address to communicate with you, so you should check it regularly. Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop or, on the move using email clients for laptops and mobile phones. For instructions visit: [lse.ac.uk/itservices/remote](http://lse.ac.uk/itservices/remote).

## Key School Services A-Z

### Counselling Service

[lse.ac.uk/studentcounselling](http://lse.ac.uk/studentcounselling)

This free and confidential service aims to enable you to cope with any personal or study difficulties that may be affecting you while at LSE. As well as one-to-one appointments, there are group sessions and workshops throughout the year on issues such as exam anxiety and stress management.

### Deans of the School

The Deans have a wide range of duties relating to the School's student community. They are available to any student who wishes to discuss academic or personal issues. The Deans will see students by appointment or during their office hours. Appointments can be booked through their Executive Assistants. Although the Deans are available to meet any student to discuss personal or academic matters, students should seek the advice and support of their Academic Adviser and Departmental Tutor/Programme Director before coming to the Deans.

Dr Sunil Kumar	Dean of Graduate Studies	OLD 1.07	7574	<a href="mailto:pg.dean@lse.ac.uk">pg.dean@lse.ac.uk</a>
Mr Mark Hoffman	Associate Dean of the General Course	OLD 1.09	5197	<a href="mailto:gc.dean@lse.ac.uk">gc.dean@lse.ac.uk</a>
TBC	Executive Assistant to the Dean of Undergraduate Studies	OLD G.14	6860	<a href="mailto:ssc.advice@lse.ac.uk">ssc.advice@lse.ac.uk</a>
Mr Giovanni Graglia	Executive Assistant to the Dean of Graduate Studies and the Associate Dean of the General Course	OLD G.14	7445	<a href="mailto:g.graglia@lse.ac.uk">g.graglia@lse.ac.uk</a>

## Disability and Well-being Service

[lse.ac.uk/disability](http://lse.ac.uk/disability)

The Disability and Well-being Service (DWS) runs three specialist services, all of which are free and confidential:

- The Disability Service, for students with physical/sensory impairments and those with long-term or chronic medical conditions
- The Neurodiversity Service, for students with dyslexia, dyspraxia, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Individual Student Support Agreements (ISSAs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams. It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network.

For further information please visit the website or email [disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk).

## Financial Support Office

[lse.ac.uk/financialsupportoffice](http://lse.ac.uk/financialsupportoffice)

### Financial Support

The Financial Support Office (FSO) is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's Student Services Centre with a daily drop-in session during term time between 1pm and 2pm (Mondays, Wednesdays and Fridays during vacations). No appointment is necessary. FSO provide information about funds such as the Student Support Fund, LSE Access Fund and the Postgraduate Travel fund.

Full details and application forms are available from <http://www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

## International Student Immigration Service (ISIS)

[lse.ac.uk/isis](http://lse.ac.uk/isis)

ISIS provides detailed immigration advice for International Students on their website. They can advise you by e-mail (complete a web query form on the ISIS website) or at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

## IT Support

[lse.ac.uk/imt](http://lse.ac.uk/imt)

*Student IT Help Desk/ Laptop Surgery - first floor, Library*

Contact the IT Help Desk ([it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk)) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

## Language Support

[lse.ac.uk/languages](http://lse.ac.uk/languages)

### *English Language Support*

If English is not your first language the Language Centre is on hand to give you advice and support throughout your time at LSE. The support is free and begins as soon as your main programme starts. There are specific classes for Academic Departments and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see [lse.ac.uk/languages](http://lse.ac.uk/languages) for information on the English for Academic Purposes (EAP) In-session Support Programme.

## Library

[lse.ac.uk/library](http://lse.ac.uk/library)

Your LSE student card is also your Library card. No additional registration with the Library is required. Staff at the Library are available for any enquiries you may have about using their collections and electronic resources.

Follow us at

[www.twitter.com/LSELibrary](https://www.twitter.com/LSELibrary)

[www.facebook.com/LSELibrary](https://www.facebook.com/LSELibrary)

## Student Services Centre (SSC)

[lse.ac.uk/ssc](http://lse.ac.uk/ssc)

The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services:

- Admissions (drop-in service)
- Certificates of registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial support – Advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Information for new arrivals
- Programme registration
- Graduation ceremonies
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a counter service for students at the following times:

- 11am–4pm every weekday

You can also contact Student Services by telephone. Details of who to contact and more information on advice can be found on the SSC website.

## Teaching and Learning Centre

[lse.ac.uk/TLC](http://lse.ac.uk/TLC)

### Learning development

LSE's Teaching and Learning Centre provides a range of events, resources and services that will complement your academic study and help you to make the most of your time here.

### LSE Study Toolkit

A brand new web resource, LSE Study Toolkit – <http://www.lse.ac.uk/studytoolkit> - is designed to help you tackle LSE-style study with confidence. Four areas identified by current students as vital to success at LSE – justifying your arguments, studying independently, communicating your ideas and honing your quantitative skills – are addressed with short films and expert guidance that provide the tools necessary for effective and rewarding study.

### Learning development events

There is a year round series of workshops and lectures on topics such as effective reading strategies, exam preparation and participating in classes and seminars. You can just turn up, but booking guarantees you a place. More information at <http://www.lse.ac.uk/tlc/development>

### One to one advice

Study advisers are available to offer free advice on aspects of both quantitative and qualitative subjects. LSE also hosts two Royal Literary Fund Fellows who can advise on writing style and structure. For details on all of these, see <http://www.lse.ac.uk/tlc/taughtstudents>

### Maximise Your Potential

For undergraduates, LSE offers several two week intensive programmes at the end of Summer Term that enable you to broaden skills in research, languages, job searching and peer support. See <http://www.lse.ac.uk/apd/maximise>

## Timetables

[lse.ac.uk/timetables](http://lse.ac.uk/timetables)

The Timetables Offices is responsible for scheduling and allocating rooms to all of the School's Undergraduate, Masters and Research taught courses. Teaching begins on Monday 6th October 2014, this is referred to as week 1 of Michaelmas Term. The timetable of all taught courses can be viewed on the Timetables web page.

Notification of changes to teaching arrangements is communicated via email to students.

# School Wide Codes and Regulations

## Equality and Diversity

[lse.ac.uk/equalityanddiversity](http://lse.ac.uk/equalityanddiversity)

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, colour, nationality, ethnic or national origin, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, sex, sexual orientation or personal circumstances. In practice, this means we expect you to:

- Actively oppose all forms of discrimination and harassment;
- Reflect on prejudices, including examining the use of inappropriate language and behaviour;
- Strive to create an environment in which student goals may be pursued without fear or intimidation;
- Not victimise any fellow student who has complained, or who has given information in connection with such a complaint;
- Challenge and/or report unacceptable behaviour which is contrary to equality legislation and principles;
- Treat all peers fairly and with respect;

## Regulations and Codes of Practice - The Calendar

[lse.ac.uk/calendar](http://lse.ac.uk/calendar)

### General School and Programme Regulations

The School has regulations, policies and procedures covering many aspects of student life and you should familiarise yourself with them. Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

### Codes of Good Practice

The Codes of Good Practice for Undergraduates and Taught Masters Programmes explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your Department – and what Departments are expected to provide – in relation to the teaching and learning experience. The Codes cover areas like the roles and responsibilities of Academic Advisers and Departmental Tutors; the structure of teaching at the School; and examinations and assessment. They also set out your responsibilities, i.e. what the School expects of you.

The following web link gives you an A-Z list of relevant regulatory documents where you can find further details of all School Regulations.

<http://www2.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

We recommend that you also read the School's Student Charter and Ethics Code.

The Student Charter sets out the vision and ethos of the School -

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

The Ethics Code highlights the core principles of LSE life -

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>.

## Fieldwork Safety

If you are planning fieldwork or any other off site activity please complete the relevant risk assessment at: <http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx>

We recognise that you may want to carry out fieldwork in areas of the world that are subject to social or political unrest, high threat of kidnap and ransom or to areas with Foreign and Commonwealth Office Warnings. If you do, we are there to help you achieve your aims. We can help provide specialist county or area threat assessments to help you make an informed decision about the viability of traveling to your destination of choice. We can also provide specialist training and equipment to help keep you safe. Please note that the Health and Safety Team may not cover the costs of additional specialist control measures and you may have to secure your own funding.

Please read the Fieldwork Health and Safety Guidance document for further information: <http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/Fieldwork-H&S-Guidance-May-2014.pdf>

For any further information or advice, please contact the Health and Safety Team

Telephone: 020 7852 3677

Email: [Health.And.Safety@lse.ac.uk](mailto:Health.And.Safety@lse.ac.uk)

## Research Ethics

Research is not only integral to the work of academic staff, but many students will undertake a piece of primary research as part of their dissertation or thesis. Although any particular empirical investigation may be modest in scope, if it involves human participants it is essential that those conducting the research consider and address any ethical implications that may arise. All students are expected to discuss the ethical implications of their research with their Academic Adviser. Where appropriate, a research ethics checklist and a research ethics review questionnaire should be completed and submitted to the Department.

### School Policy

The LSE research ethics policy and associated ethics review forms can be viewed at the following link:

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>

All students who plan to undertake research as part of their programme of study must read the LSE Research Ethics Policy and discuss any ethical implications with their Academic Adviser, before undertaking any research.

Ensuring the ethical propriety of their research is a requirement of all academic staff and this is something to which a variety of bodies concerned with the governance and funding of research are increasingly attentive – not only in the UK, but also in many other countries in which LSE based researchers may seek to conduct their investigations. Certain overseas governments have procedures for the approval of all or any research that directly involves their citizens. Collaborating agencies may require that proposed research be independently vetted. In such instances the School has a Research Ethics Committee that may be consulted. Although it would not usually apply to student research projects, there are certain circumstances in which a piece of research may have to be subject to prior independent ethical scrutiny and approval. For example, any research that involves patients of the UK National Health Service must have approval by a Local Research Ethics Committee.

In addition, the following research would also need ethical approval:

- research involving vulnerable groups; sensitive topics
- research involving groups where permission of a gatekeeper is required for access to members
- research conducted without full informed consent
- research involving access to records of confidential information
- research which would induce unacceptable psychological stress, anxiety, pain or humiliation.

## Registration

[lse.ac.uk/registration](http://lse.ac.uk/registration)

### Programme Registration

At the start of the academic year you will need to formally register on your programme of study. To ensure that you are able to complete this process as quickly as possible, each programme/department is allocated a specific time slot in which to register. At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your School ID card. This card will, amongst other things, allow you to access your library account.

### Certificate of Registration

[lse.ac.uk/certificateofregistration](http://lse.ac.uk/certificateofregistration)

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at the School. It details your full name, date of birth, term time and permanent home addresses, student number, the title, subject, start and end dates of your programme, registration status and expected date of graduation.

Once you are formally registered with the School you can print out your certificate instantly via LSE for You (LFY) under the 'Certification and Documentation' option. If you require a certificate with information beyond what is on the Certificate of Registration please see [lse.ac.uk/registrydocuments](http://lse.ac.uk/registrydocuments).

### Interruption / Deferral / Withdrawal

[lse.ac.uk/registrationChanges](http://lse.ac.uk/registrationChanges)

If you experience any difficulties during your time at LSE then you should make sure that you keep in regular contact with your Academic Adviser. He/she will be able to help signpost you to appropriate services within the School so that you receive the support to enable you to continue studying successfully.

However, should this not be the case, you may wish to consider the following options:

**Interruption:** with approval from your Department you can interrupt your programme by taking an authorised break in your studies, normally from the end of one term and for one calendar year.

**Deferral:** if you complete the teaching year but have difficulties during the examination period then in exceptional circumstances you can apply to defer an examination(s) to the following year.

**Withdrawal:** withdrawing means that you are permanently leaving the programme. Before withdrawing you may want to consider interruption so that you have some time to consider your options.



# **The Department**



## An Overview of Your Department

### Sources of Information

#### Department Web Pages

[lse.ac.uk/socialPolicy](http://lse.ac.uk/socialPolicy)

Please refer to the Department website for staff details, programme and course information, news and events, and links to other useful sites.

#### Email

Formal School and Department correspondence is sent via email. Check your LSE email account regularly as this is the main way in which important course and programme information is communicated to you.

#### Facebook

Most programmes have a Facebook page so that you can keep in touch with your fellow students. Ask your Programme Administrator for more details. The Department also has a general Facebook page. Like us to be kept up to date with departmental events, public lectures and interesting research.

[facebook.com/LSESocialPolicy](https://facebook.com/LSESocialPolicy)

#### Social Policy Student News

*Social Policy Student News* is our e-newsletter and is sent out fortnightly during term time. It includes information about departmental events, public lectures, personal development and job opportunities, plus lots of other useful information.

#### Student Noticeboards

There is a student noticeboard for each programme of study in the Department and are located outside the Programme Administrator's office. In addition, there is a Departmental noticeboard and an e-noticeboard, both of which are located in the lobby area on the second floor of the Old Building, next to OLD 2.45.

#### Twitter

For news and views follow us on Twitter @LSESocialPolicy

### Socialising

#### Student Common Room

The Student Common Room is in OLD 2.14 and is available for Social Policy students as a social and general study space. To ensure that the room is secure, the door has been fitted with a digital lock. The code for this lock is **C1289Y**. Please do not share this code with anyone from outside the Department.

#### Social Events

We have three major Departmental parties each year. The first, in mid to late October, is a **Welcome Party** for all new students. The second is a **Christmas Party** for all Social Policy students and staff. The third is a **student and staff party** usually held during the last week of Lent term. Dates and further details of all of these events will be circulated nearer the time. In addition, each degree programme usually organises its

own social events during the year.

### **Cumberland Lodge Windsor Great Park (5-7 February 2016)**

Organised specifically for Social Policy students, this weekend aims to foster integration between staff and students on the various programmes in the Department. Whilst there is a serious theme, with a number of key Department speakers and the opportunity for group debate, it is also a social event. The subsidised cost covers full board from Friday evening to Sunday lunchtime and coach transport to and from LSE. Further details about this residential weekend will be released in the Michaelmas term.

## **Department Committees and Student Representation**

Each term, a number of Departmental meetings allow staff and students the opportunity to meet and discuss issues relating to their programme of study as well as wider School issues.

### **Programme Meetings**

Each degree programme holds regular meetings to discuss and resolve programme/course specific concerns. These meetings are held prior to the Staff Student Liaison Committee and are normally attended by the Programme Director, the Programme Administrator, the Programme Representative(s) and other relevant course teachers.

### **Staff-Student Liaison Committee**

A student from each year of each degree programme is elected in the first two weeks of Michaelmas Term to represent the views of his/her peers at the departmental Staff-Student Liaison Committee (SSLC). The SSLC meets once in each of the Michaelmas and Lent terms, and is chaired by the Head of Department. These meetings address wider Departmental and School issues and matters relating to the student teaching and learning experience. Normally in attendance are Programme Directors, the Departmental Tutor, Programme Administrators and the student programme representatives.

### **School Committees**

One student representative from each of the Undergraduate, Taught Graduate and Research Student programmes also serve on the Students' Consultative Fora. The Department will request volunteers for these posts at the beginning of the Michaelmas term.

## **Teaching, Supervision and Support**

### **Teaching**

**Lectures** are an integral part of your programme and will introduce themes and ideas on a particular topic before the corresponding **class** (undergraduate) or **seminar** (postgraduate). Every lecture at the LSE is open to all students, subject to space in the lecture theatre, so if you would like to attend additional lectures out of interest, and your timetable permits, do take advantage of this opportunity. Attendance at **classes/seminars** is compulsory and attendance is recorded.

### **Office Hours**

The purpose of an "office hour" is to give students regular access to teachers. Office hours give you the opportunity to talk to your course teachers on a 1-2-1 basis. If you need clarification on a particular topic, are having any difficulties with the course, or if you are interested in their particular field of study and want to know more, you can visit the course teacher during their office hour. You can see any teacher during their office hour, even if you are not a student on one of their courses.

All teachers hold an office hour at least once a week during term time. Some teachers operate a drop in office hour, whilst others ask you to book an appointment via LSE for You. You can check a teacher's office hours on the *Who's Who* pages of the departmental website, on the sign outside their office door and, for some courses, on Moodle. If you are unable to attend a particular office hour, for example because of a timetable clash, you can contact the individual teacher to arrange an appointment at an alternative time.

### **Academic Adviser**

At the start of your degree programme, you will be assigned an Academic Adviser, who is also usually your dissertation supervisor. Your Academic Adviser is your tutor and will guide and assist you in your learning development and is also available to help with any personal difficulties.

The Academic Adviser's responsibilities include:

- Providing academic guidance and feedback on students' progress and performance and to discuss any academic problems they might experience.
- Providing pastoral support on non-academic issues and referring students to the appropriate support services within the School.
- Implementing the provisions outlined in Individual Student Support Agreements (ISSAs) for disabled students, in liaison with the School's Disability and Well-Being Service.
- Advising /approving course selection.
- Informing the Programme Director and School of any student whose progress is not satisfactory.

The onus is on you to make arrangements to see your adviser and you should aim to do so at least twice each term, or more frequently if you are having particular difficulties. You can also use the office hour system to keep in touch with your Academic Adviser. Any issues that cannot be resolved with your adviser can be taken to your Programme Director or, ultimately, the Deans of Undergraduate, General Course and Graduate Studies (as appropriate).

### **Role of the Programme Director**

A Programme Director is responsible for each taught programme. The responsibilities of the Programme Director include:

- Providing students with detailed information about their programme.
- Providing a programme induction for new students, including information on the selection of options and arrangements for supervision.
- Arranging regular termly meetings with student programme representatives and the nomination of a representative(s) to the Department's Staff-Student Liaison Committee.
- Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
- Agreeing, where appropriate, a student's request for course choice outside the degree regulations.
- Agreeing, where appropriate, a student's request for a degree transfer.

## Examination and Assessment

### Formative Assessment

Formative (non-assessed) coursework is designed to prepare you for the summative (assessed) work that you will complete later in the course. Formative assessment might include essays, problem sets, presentations or mock examinations. The purpose is to provide you with an opportunity for feedback on your work. All courses include some kind of formative assessment and you will be given full information about the required piece(s) of work by the course convener and/or your Programme Administrator.

### Summative Assessment

Summative assessment counts towards your final degree award. Summative assessment may take the form of a written examination, an essay, a presentation or a combination of two or three of these modes of assessment. The modes of summative assessment are set out in each course guide and you will be given full details of your summative assessment by the relevant Programme Administrator.

#### Extensions

If you have good cause not to meet a summative assessment deadline because of illness/injury, bereavement or other serious personal circumstances, you should first discuss the matter with the course teacher and seek a formal extension from the Chair of the appropriate Sub-Board of Examiners. This must be done as early as possible. Extensions will be granted only where there is good cause backed by supporting evidence (e.g. medical certificate), and where the circumstances are unforeseen and out of the student's control. All evidence must be in English, or accompanied by a certified translation.

#### Exceptional Circumstances

Exceptional circumstances are those which you feel may have had a significant impact on your academic performance during an exam or other summative assessment. Such circumstances might include, but are not limited to, illness, injury, or bereavement. If you wish to make the Sub-Board of Examiners aware of your circumstances and how these have affected your performance, please complete the Exceptional Circumstances form (available from the Student Service Centre). The form should be accompanied supporting evidence of your circumstances (such as doctor's letter, hospital note, death certificate or police report).

This and supporting documentation must be submitted to the Student Services Centre on the ground floor of the Old Building within seven days of your last exam or your dissertation/coursework submission deadline.

#### Penalties for the Late Submission of Summative Coursework

If you fail to submit a piece of summative assessment by the set deadline (or extended deadline as appropriate), the following penalty will apply. Five marks (out of 100) will be deducted for coursework submitted within 24 hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.

#### Exceeding the Word Limit

Written work must not exceed the word limit. If it is clear that a piece of coursework exceeds the set word limit, the markers will make a judgement based only on the content up to the word limit.

## Departmental Assessment Strategy

### Section 1 – Assessment Aims

Social Policy is an interdisciplinary and applied subject concerned with the analysis of different societies' responses to social need. The study of Social Policy reflects on the ways in which different societies have developed ways of meeting these needs, or have failed to do so.

The Department's teaching and assessment builds on LSE's commitment to connecting theory with empirical research, and the application of research to 'real world' policy problems. Students are encouraged to read widely, engage critically with challenging ideas, and to undertake independent research.

Members of staff have backgrounds in sociology, economics, politics, social anthropology, demography and other related fields.

The learning outcomes of the Department's undergraduate programmes enable successful students at the end of programmes to be able to

- Outline and evaluate contemporary concepts and empirical evidence in relation to the main areas of social policy formulation and implementation
- Critically evaluate the suitability, implications and effects of social policies in different social sectors and across different national contexts
- Construct persuasive, theoretically informed oral and written arguments in relation to key debates in contemporary social policy
- Apply a comprehensive understanding of social policy as a multi-disciplinary field of study to the analysis of social problems
- Understand and deploy basic qualitative and quantitative research skills in the study of social policy problems

The learning outcomes of the Department's MSc programmes enable successful students at the end of programmes to be able to

- Explain and evaluate the main theoretical positions in the field of social policy formulation and implementation
- Integrate theory from different disciplinary backgrounds into the analysis of social problems
- Construct persuasive oral and written arguments in relation to key issues of social policy theory and practice
- Conduct and design rigorous research projects using a range of methodologies and epistemologies
- Apply theoretically informed approaches to the analysis of social problems

It should be noted that while these are the general learning outcomes for programmes within the Department, each programme also has specific learning outcomes provided to QAA purposes.<sup>1</sup>

Within each programme core courses are intended to give a conceptual "spine" to the programme. They combine with each student's choice of option courses in order to ensure the full range of learning outcomes.

### Section 2 - Assessment Process

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<sup>1</sup> These may be accessed at <http://www.lse.ac.uk/intranet/LSEServices/TQARO/ProgrammeSpecifications/SocialPolicy/Home.aspx>

Assessment in the Department is designed to achieve two things: encouraging students to develop relevant knowledge and skills, and testing what has been learned.

*Formative assessment* develops the knowledge and skills that students come to the LSE to acquire. Formative assessment is compulsory. Formative assessment includes: class/seminar discussions to prepare and participate in; essays to write; problem sets to complete; mock examinations; class/seminar presentations to prepare and deliver.

*Summative assessment* tests whether students have acquired the learning outcomes that are described above. This is achieved through closed book examinations and/or coursework essays or dissertations.

All courses use a combination of summative and formative assessment.

Marking frameworks are used for all summative and formative assessment. Copies of these frameworks are contained in all our Programme handbooks and also discussed in classes/seminars. They include detailed assessment criteria (structure and clarity of expression; awareness and use of literature; knowledge base and understanding; argument/critical analysis) and, in the case of formative assessment, mark ranges.

The Department favours a mix of different assessment methods across its programmes. The Department continues to lay great emphasis on final examinations, which test the capacity to make an informed, structured argument in response to a specific question under pressure of time. The use of open-ended questions in closed examinations requires students to write an original answer with supporting arguments and evidence, or to solve problem sets.

Many courses also include a summative course work essay component. For the majority of courses, each piece of assessed work (coursework and examination scripts) is double-blind marked. The first and second internal examiners then meet to agree the final internal mark. In cases where the examiners are unable to agree a mark, the work in question is sent to an External Examiner.

Each year the External Examiner also receives a sample of scripts and other assessed material from the top, the middle and the bottom of the range in order to confirm that internal marking has been consistent and of an appropriate standard. The EE may also receive summative work that has been assessed internally as meriting a first/distinction or a failure. This provides a third level of assessment scrutiny.

For a small number of courses (mainly those of a quantitative nature) a system of single-marking with moderation is used. In this system, each script is marked by a first marker, and then a carefully selected selection 'moderated' by a second marker to ensure consistency. If the moderator finds inconsistencies, scripts are re-marked. Scripts that are single-marked are still considered by the External Examiner as described above. Course Convenors will inform students if this system of single marking applies to a course they are taking.

Decisions on the choice of assessment format are made carefully. The process goes from initial discussions at teaching cluster level, through staff/student liaison committee, consultation with an external examiner or expert, and onto final clearance through the Departmental Teaching Committee before going forward for approval at the School's Graduate Studies Sub-Committee (GSSC). This ensures that careful consideration is given at each stage of the process and an appropriate form and balance of assessment is assigned to each new course that is offered.

Finally, the Department's approach to assessment requires that the School's rules on plagiarism are clearly communicated to all students. Each programme handbook clearly sets out the Department's policy on plagiarism, signposts students to the School's guidance, and provides examples of what constitutes plagiarism and how to avoid it. There are additional sessions that cover plagiarism in SA349 and SA4C1.



### Section 3 – Feedback Approach

The Department is committed to providing timely, regular, constructive and useful feedback to students as an integral part of the teaching and learning process.

The Department aims to promote ‘feedback literacy’ among all types of teachers and students. Experience shows that feedback works best when teachers’ expectations of feedback are properly aligned with those of students. We encourage students to understand the full range of feedback methods and opportunities, to ask teachers when these are not clear, and to discuss feedback on their work with fellow students. Students are also encouraged to engage actively with feedback, by learning to recognise when feedback is being given, the different forms it takes, and by understanding how best to use it.

Feedback is primarily provided on *formative* work to prepare students for summative work. Formative assessments might include essays, problem sets, presentations, essay plans, dissertation or research project proposals, or mock examinations. They are designed to help students to develop their analytical and writing skills ahead of the summative assessed work later in the course. All courses include formative assessment.

Class/seminar presentations are also formative. Class teachers provide feedback to presenters and more generally will comment on students’ contributions. Students are provided with additional feedback opportunities at Academic Adviser meetings and Office Hours.

Feedback on *summative* work is provided to students prior to future summative assignments on their programme. Along with written feedback, an indication of the provisional class is provided rather than the actual marks (i.e. upper second in the case of BSc, merit in the case of MSc).

All marked coursework assignments are returned to students with constructive commentary on task completion and guidance for future progress. Feedback is provided in two main forms: in writing (normally using a standard form and/or written comments, including provisional class), and verbally (students are expected to take notes).

## Marking Framework: MSc Programmes

This is a guide to the principal criteria used for the marking of both assessed and 'formative' written work. The descriptors given are merely illustrative of the standards that markers apply. Feedback from markers will usually include specific comments under each of the four headings below. Overall marks/grades awarded will reflect an overall judgement, based on all four criteria, but will additionally take account of the extent to which students have substantively answered the question(s) set.

CLASS	MARK	CRITERIA			
		STRUCTURE AND CLARITY OF EXPRESSION	AWARENESS AND USE OF LITERATURE	KNOWLEDGE BASE AND UNDERSTANDING	ARGUMENT/CRITICAL ANALYSIS AND CONCLUSION
Distinction	75+	Exceptionally well rounded argument; persuasively written	Excellent use of extensive literature well beyond the reading list which is impressively exploited	Excellent understanding and outstanding exposition of relevant issues; impressively well informed; insightful awareness of nuances and complexities. No major room for improvement, given constraints of essay form	Argument marshalled in an outstanding manner with excellent integration of theory/conceptual framework; searching questioning, unbiased approach; unambiguous evidence of original and independent thought.
	70-74	Excellent, logically developed argument; very well written	Very good use of wide range of literature to support argument / points	Very good understanding and exposition of relevant issues; well informed; good awareness of nuances and complexities	Well constructed arguments with appropriate use of theory/conceptual framework; questioning, unbiased approach; clear evidence of independent thought; good demonstration of originality of thought
Merit	65-69	Very well developed argument; well expressed	Good use of wide range of literature to support arguments	Clear awareness and exposition of relevant issues; some awareness of nuances and complexities but tendency to simplify matters	High standard of critical analysis with appropriate choice and use of theory/conceptual framework; some questioning of literature
	60-64	Logically presented argument; clearly expressed	Adequate use of standard literature to support arguments	Shows awareness of issues but lapses into description in places	Appropriate choice and use of theory/conceptual framework; attempts analysis
Pass	50-59	Poorly developed argument; meaning not necessarily or entirely clear	Use of narrow range of standard literature to support arguments	Work shows understanding of issue but at superficial level; no more than expected from attendance at lectures; some irrelevant material	Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial
Fail	40-49	Confusingly structured and argued; meaning unclear	Relies on superficial repeat of lecture/seminar notes	Establishes a few relevant points but superficial and confused; much irrelevant material	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
Bad fail	< 40	Lacking structure and meaningful argument; difficult to understand	No significant reference to literature	Very little or no understanding of the issues raised by the topic or topic misunderstood; content largely irrelevant	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
<b>NOTE:</b> marks < 30 signifies work that is significantly flawed or seriously inadequate; marks < 15 signifies work representing only a minimal or no serious attempt.					

## Plagiarism

**The School and the Department take plagiarism very seriously.** Please read the information below carefully. It is your responsibility to understand the School's definition of plagiarism and the regulations on assessment misconduct and plagiarism. The Regulations on Assessment Offences can be found at the following link and it is important that you have read and understood these regulations **before** you submit any written work.

<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

More information on study skills, citation and referencing can be found on the Department's webpages. [lse.ac.uk/socialPolicy/InformationForCurrentStudents/basicStudySkills.aspx](http://lse.ac.uk/socialPolicy/InformationForCurrentStudents/basicStudySkills.aspx)

**If you are uncertain about what constitutes plagiarism, or need help with citation and referencing, it is essential that you talk to your course teacher and/or Academic Adviser as soon as possible. They are there to help!**

### Defining Plagiarism

The School regulations state that:

'All work for classes and seminars as well as scripts (which include, for example, essays, dissertations and any other work, including computer programs) must be the student's own work. Quotations must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the work of the student, whether deliberately or not, is plagiarism.'

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

#### What does plagiarism look like?

The most obvious form of plagiarism is to use someone else's words verbatim without any acknowledgment whatsoever. However, **inadequate referencing is also considered to be plagiarism**. For example, inserting a section of text (of any size) from someone else's work in to your own without quotation marks and a page reference would be plagiarism even if the source were acknowledged. **If you use verbatim material from other sources it must both be in quotation marks and precisely referenced with page numbers.**

When the paraphrased or summarised ideas of another author are used, they should always be acknowledged, including the source and the author(s), for example (Smith et al 2015).

#### Self-Plagiarism

A piece of work may only be submitted for assessment once. Submitting the same piece of work twice (or a significant part thereof, as determined by examiners) will be regarded as an offence of 'self-plagiarism' and will be considered under the School's Regulations on Assessment Offences. This includes work by you previously submitted at a different institution or a different course at LSE. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is specified by the department and the work is properly referenced.

## Avoiding Plagiarism

The appropriate citation of sources is an important tool for scholarly work and the responsibility for learning the proper forms of citation lies with the individual student. However, the Department of Social Policy and the School do provide resources to assist students.

If you are unclear about plagiarism and/or require assistance with the academic referencing conventions used by the School you should seek guidance from your Academic Adviser or the Library:

[http://www2.lse.ac.uk/library/services/training/citing\\_referencing.aspx](http://www2.lse.ac.uk/library/services/training/citing_referencing.aspx)

Further useful sources of information:

<http://www.plagiarism.org>

<http://www.plagiarismadvice.org/index.php>

## Detection of Plagiarism

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing suspected plagiarism may be referred to an Assessment Misconduct Panel, which may result in severe penalties. In a case of suspected plagiarism, the Department will act according to the School's Regulations on Assessment Offences.

# **The Programme**



## Welcome from the Programme Directors

As Programme Directors for the **Executive MSc Health Economics, Policy and Management**, we would like to welcome you to the School and offer our congratulations on your successful application to join the programme. Each year we receive many applications from all over the world and we are lucky to be able to select from an extremely high calibre field of applicants. You are to be congratulated, therefore, on your success in being accepted to join the School and Department and we very much look forward to working with you over the coming two years.

We are here to provide you with advice and guidance and we will do all we can to make you feel welcome and settled as soon as possible. In return, we expect you to be fully committed and dedicated to your studies. LSE sets the highest academic standards, but we know that you have the intellectual capacity to meet these. We are aware that postgraduate study in the UK system may be new to many of you but we are confident that the processes will soon become clear to you.

Therese Holmqvist and Anthony King will be your main points of contact throughout the programme and they carry out a wide range of duties on behalf of the Programme Directors. They will be able to help you with most of your questions and queries.

We are proud of the multi-disciplinary nature of our Health MSc Programmes and the diverse international mix of our student intake.

We hope that your time with us will be enjoyable and stimulating.

**Grace Lordan, Alistair McGuire, Irene Papanicolas** (on sabbatical 2015/16)

## LSE Health

[www.lse.ac.uk/collections/LSEHealthAndSocialCare/lsehealth](http://www.lse.ac.uk/collections/LSEHealthAndSocialCare/lsehealth)

LSE Health is a research centre affiliated with the Departments of Social Policy, Management and Accounting. The Centre's unique research base contributes to the LSE's established world presence and reputation in health policy, health economics and demography. Its mission is to advance, transmit and sustain knowledge and understanding through the conduct of research, teaching and scholarship at the highest international standards, for the benefit of the international and national health policy community. Bringing together a core team of researchers and academics, LSE Health promotes and draws upon the multidisciplinary expertise of 40+ staff members, 50 associated academics and a number of postgraduate students.

LSE Health staff contribute to a number of taught courses within LSE, including all health MSc Programmes in the Department of Social Policy. They also run short courses on specific aspects of health economics and health policy.

Funding for research programmes comes from a variety of sources, including public bodies, charitable trusts and private corporations. Currently, research is funded by (among others) the UK Economic and Social Research Council (ESRC), the Department of Health for England, the World Bank, the World Health Organisation, The European Commission, USAID, the European Parliament, the Commonwealth Fund and the Wellcome Trust.

LSE Health is a WHO Collaborating Centre for Health Policy and Pharmaceutical Economics. It is a founding member of the [European Observatory on Health Care Systems and Policies](#), which supports and promotes evidence-based health policy-making through comprehensive and rigorous analysis of the dynamics of health systems in Europe. The Observatory is a partnership between the WHO Regional Office for Europe, the Governments of Belgium, Finland, Ireland, The Netherlands, Norway, Slovenia, Spain and Sweden and

the Veneto Region of Italy, the European Commission, the European Investment Bank, the World Bank, UNCAM (French National Union of Health Insurance Funds), the London School of Economics and Political Science, and the London School of Hygiene and Tropical Medicine. The Observatory publishes [Eurohealth](#), a quarterly periodical which has become a primary platform for policy makers, academics and politicians to express their views on European and comparative health policy developments.

The Centre supports a number of international research infrastructures, including the [European Health Policy Research Network \(EHPRN\)](#), which comprises a number of centres of excellence from both the UK and the continent, and the [Health Equity Network \(HEN\)](#), which aims to discuss, disseminate and promote equity objectives in various health systems in the world. The Centre has also helped to establish the mental health network in 17 western European countries with the aim of collating information and indicators for comparative analysis.

The major research areas within the Centre cover health policy and health economics with substantial overlap between these areas - emphasising the multidisciplinary assets of the Centre. LSE Health staff also collaborate with a number of other research centres and individuals nationally and internationally. Currently there are major collaborations within the UK with, amongst others, various colleges of the University of London (the London School of Hygiene and Tropical Medicine, and King's College), and Imperial College. On an international level, There are ongoing collaborations with Harvard University, Dartmouth College, and links with numerous European partners.

## Health Policy

This substantial research area is broadly defined and has both UK and international perspectives. While there is considerable overlap between analysis at national and international levels, the Centre has maintained its high reputation for feeding research into the policy arena. Many LSE Health staff work on comparative aspects of health policy, particularly across Europe, reflecting the perspective of the European Observatory's work. In line with the Centre's aim, the work on health policy has always maintained high standards of academic rigour while addressing issues of major policy concerns. Current specific areas of interest include:

**Comparative health policy:** This major research area has produced a number of outputs comparing, on both descriptive and analytical levels, various health care sectors. Work has been undertaken on health sector reforms across Europe, with a particular focus on the European Union's influence on the organisation, financing and delivery of health care.

**UK health care financing and equity:** A long-term programme of research that both documents recent funding issues, and analyses the conceptual arguments for public or private financing of health care. Work has concentrated on issues that have dominated NHS funding debates over recent years. The impact of equity as a policy objective is also considered. Another particular concern focuses on the role of private health care insurance in the UK and its interaction with the NHS.

**International mental health policy and practice:** A third area of work aims at providing a comprehensive synthesis and critical analysis of the current state of European policy and practice towards the promotion of good mental health care provision. Work is also planned on an analysis of mental health policy in developing countries.

**Health policy relating to pharmaceutical industry:** Given the specific pharmaceutical regulatory regimes in a number of countries, this research area deals with both comparative and EU-specific issues.

## Health Economics

This research area covers methodological and applied topics. Staff are engaged in both theoretical and applied work over a range of areas. The aim is to maintain methodological advances while applying high



quality research to specific areas. Current areas of interest include:

**Economic evaluation in health care:** A number of individual programmes contribute to this area. At a conceptual level, specific statistical approaches in economic evaluations conducted alongside clinical trials have considered the impact of censoring and missing data. Econometric modelling of trial data is a further interest. Individual projects have considered the methodological base of economic evaluation. Work is also proceeding on the relationship between expected utility theory and economic evaluation. On the applied side work has continued on the impact of regulatory bodies, such as NICE, on the application of economic evaluation, and various individual health care technologies have been evaluated.

**Pharmaceutical economics:** An ongoing research programme concerned with the regulation and performance of the pharmaceutical sector. In particular, the impact of regulation on pricing policies has been considered in a range of markets. This has been complemented by analysis of the interaction of branded and generic pharmaceutical products and the effectiveness of regulation in containing pharmaceutical costs and efficient resource allocation.

**Health Technology Assessment:** This is also an ongoing research programme focusing, first, on the role of HTA and assessment of its performance from an international and comparative perspective, and, second, on methodological advances in the appraisal of new health care technologies, including work on patient related outcomes and how they feed into the EQ-5D, value assessment, HTA of orphan drugs, HTA of medical devices.

**Health care technology diffusion:** Work is continuing on the explanation for the variation in health technology up-take across different countries, focusing on the area of coronary heart disease, as part of the ECH project co-ordinated by Stanford University.

**The economics of the hospital sector:** Work on econometric specification of hospital cost functions and consideration of optimal reimbursement contracts is being undertaken.

**Health care workforce concerns:** Work continues on the supply of labour to the social care sector and on the nursing labour market.

# Executive MSc Health Economics Policy and Management

## Introduction

The Executive MSc Health Economics, Policy and Management has been organised with a core set of compulsory first year modules aimed to equip you in the basic tenets of each of the three subjects this MSc programme covers (economics, policy and management). You then will have a module for credit (but which does not include classroom time) for your dissertation, which will be supervised by your advisor. Your choice of course options should be made following discussions with your advisor. Those more inclined to study policy might find *Measuring Health Systems Performance* of interest whereas those wishing to learn more about health economics or further their understanding in this area might wish to take *Economics of Health and Wellbeing* and *Advanced Health Economics*. Those people that are interested in the statistics of health technology assessment may consider *Statistical Methods in Health Care Economic Evaluation*. *Principles of Evidence-Based Medicine and Clinical Trials* offers a solid grounding for clinical research and clinical trials, which often goes hand in hand with economic evaluation. *Pharmaceutical Economics and Policy* provides a mix of the economics and policy behind how pharmaceutical markets function. This is complemented by *Health Care Negotiations*, which equips students with negotiations skills. In addition, we offer an option on *Health Care Quality Management*. All of these modules are constructed to expand your analytical ability and methodological toolkit for working in the health care, pharmaceutical and related sectors.

## Programme Aims and Objectives

These programmes are based in the Department of Social Policy and offer students the opportunity to:

- Study in a Department which has been recognised for its quality of research and excellence in teaching.
- Study with a highly international and diverse group of students.
- Analyse important health policy issues through the application of health policy and economic principles. To broaden understanding of policy issues through courses such as *Financing Health Care* and *Measuring Health System Performance*, to gain knowledge about health management through *Health Administration and Management* and *Health Care Quality Management*, to hone economics skills through courses in *Health Economics*, *Economics of Health and Wellbeing*, *Pharmaceutical Economics and Policy*, *Resource Allocation and Cost-effectiveness Analysis*, and *Advanced Health Economics*, to learn more about the topic of clinical trials and medical statistics through *Principles of Evidence-Based Medicine and Clinical Trials*.
- Attend seminars and conferences. LSE Health runs a regular programme of lunchtime seminars which students are encouraged to attend. LSE hosts a series of public lectures and conferences at which internationally renowned figures speak.
- Prepare for a shift of career or career acceleration within and between health administration, health management, government departments or agencies, consultancies, international organisations, the commercial health sector (e.g. pharmaceutical companies, private health insurance industry); as well as employment in research, or further study for a PhD.

## Programme Dates

### Key dates 2015/16

- Pre-session reading period 1: Monday 19 October to Friday 4 December 2015
- Teaching session 1: Monday 7 to Friday 18 December 2015
- Formative work from December 2015 due: Monday 21 March 2016
- Pre-session reading period 2: Monday 18 April to Friday 3 June 2016
- Exams for SA4G1 and SA4G2: Monday 6 June 2016
- Teaching session 2 Monday 6: Friday 17 June 2016
- Formative work from July 2016 due: Monday 11 July 2016
- Take home exam for SA4E2: 26 to 30 August 2016
- Take home exam for SA4E1: 2 to 6 September 2016

### Key dates 2016/17

- Pre-session reading period 3: Monday 17 October to Friday 2 December 2016
- Teaching session 3: Monday 5 to Friday 16 December 2016
- Dissertation proposal due: 16 December 2016
- Formative work from December 2016 due: Date to be set by course convener
- Assessed work from December 2016 modules due: 20 March 2017
- Pre-session reading period 4: Monday 17 April to Friday 3 June 2017
- Exam for SA4G3: Monday 6 June 2017
- Teaching session 4: Monday 6 to Friday 16 June 2017
- Take home exam for SA4G4: Friday 25 to Tuesday 29 August 2017
- Assessed work from June 2017 modules due: Tuesday 29 August 2017
- Dissertation due: Monday 4 September 2017

## Programme Regulations and Classification Scheme

The MSc Health Economics, Policy and Management is classified according to the [Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09](#) subject to the provisions listed below on page 30.

The scheme should be read in conjunction with the [Regulations for Taught Masters Degrees](#), the relevant Taught Master Degree programme regulations, the relevant on-line Taught Masters course guides and the [Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment](#).

Below are extracts of the classification scheme, but please ensure that you refer to <http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/SchemeTaughtMasters.pdf> for a full version of the scheme.

### 3. Mark and Grade for a Course:

- 3.1 The examiners for each course will decide a numerical mark for each candidate using the following scale:

Mark	Grade
0 - x%	Bad Fail
(x+1) - 49%	Fail
50 - 59%	Pass
60 - 69%	Merit
70% and over	Distinction

Each Department, Institute and Group shall specify the value of **x** as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks. [The Bad Fail mark in the Department of Social Policy is 39.]

- 3.2 The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.
- 3.3 Unless they receive written instructions from the Examinations Office to do so, e.g. in the case of dyslexic candidates, examiners shall assess work without referring to medical and/or exceptional circumstances. Such circumstances will be considered by the Sub-Board of Examiners at the meeting where the award of degrees is considered.

### 4. Eligibility for Award of Degree

- 4.1 In order to be considered for a degree, a candidate must have completed all elements of assessment required for the course as listed in the corresponding programme regulations.
- 4.2 A candidate who is absent for any element of assessment for a course will be considered not to have completed the course. Moreover, the absence will count as one of the attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme.
- 4.3 A candidate will not be recommended for the award of a degree if s/he has failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 5.2 or, if in the judgement of the examiners, the fail is a direct result of medical and/or exceptional circumstances.

### 5. Calculation of the Award of Degree

- 5.1 The Sub-Board of examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special

consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course.

5.2 Where a candidate receives a Fail mark in any course, the following penalty rules shall apply:

5.2.1 A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.

5.2.2 A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.

5.2.3 A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either:

(i) by a mark of at least 60% in: a) one full unit course; or b) each of two half unit courses; or

(ii) by a compensation aggregate mark of 165 in the non-failed courses.

If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.<sup>2</sup>

5.2.4 A Department or Institute can apply to the Graduate School Board of Examiners to establish a compensation mark of 55% in respect of 5.2.3 (i) and/or an aggregate mark of 160 in respect of 5.2.3 (ii). Where approved, this shall be published in the School Calendar and in programme handbooks.<sup>2</sup>

5.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 5.2 above, be calculated as follows:

5.3.1 *For a Distinction:*

(a) marks of a Distinction grade in courses to the value of 3.0 units or more;

(b) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of 1.0 unit

5.3.2 *Either a Distinction* (if no failed course) *or a Merit* according to the 'local rules' of the Sub-Board<sup>1</sup>

(c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value;

(d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 unit and an overall Distinction aggregate mark of at least 260<sup>2</sup>

5.3.3 *For a Merit:*

(e) marks of a Distinction grade in courses to the value of at least 2.0 units;

(f) marks of a Merit grade (or higher) in courses to the value of 3.0 units or more;

(g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade (or higher) in courses to the value of 2.0 units.

5.3.4 *Either a Merit* (if no failed course) *or a Pass* according to the 'local rules' of the Sub-Board<sup>1</sup>

(h) marks of a Distinction or Merit grade in courses to the value of 2.5 units;

- (i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 units

#### 5.3.5 *For a Pass*

- (j) marks of at least a Pass grade in courses to the value of 3.5 units;
- (k) marks of at least a Pass grade in courses to the value of 3.0 units with compensation for the failed course(s) as described under paragraph 5.2.

### 6. Failure to Achieve an Award of Degree

- 6.1 If a candidate has not been awarded a degree, s/he shall normally be entitled to re-sit the failed courses only (on one occasion) and at the next normal opportunity. Results obtained at re-sit always supersede any previous attempt.
- 6.2 If a candidate has met the requirements for the award of a degree having re-sat failed courses, s/he can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and/or exceptional circumstances.

### Provisions for MSc Heath Economics, Policy and Management

This section should be read in conjunction with the [Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09](http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/SchemeTaughtMasters.pdf) listed above on page 30 and at <http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/SchemeTaughtMasters.pdf>.

The MSc is a two year part-time programme. It features two intensive teaching sessions each year. Exams for each of the modules taught in the first three sessions will take place at the beginning of the next teaching session. Assessment for all courses consists of a combination of unseen examinations, take home examinations and coursework. Students must take total courses to the value of 4.5 full units, namely, 4 compulsory half units in Year One, 4 optional half units in Year Two, and a half unit dissertation in Year Two.

#### Classification

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 5.2 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

#### Progression

Students wishing to defer sitting one or more examinations must seek permission according to the [Regulations for Taught Masters Degrees](#) no later than eight weeks prior to the exam date except in the case of unforeseen and exceptional circumstances. Students failing one but not more than one of the 4 compulsory half units in Year One will be able to proceed and take the 4 optional half units and half unit dissertation in Year Two although this fail will count toward degree classification according to the [Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09](#). Students are permitted to re-sit failed exams in line with the School's [Regulations for Taught Masters Degrees](#).

Students take four compulsory half unit courses in year 1, options to the value of two units in year 2, and a dissertation.

## Paper Course number and title

### Year 1

- 1 [SA4G1](#) Financing Health Care (H)
- 2 [SA4G2](#) Health Economics (H)
- 3 [SA4E1](#) Health Administration and Management (H)
- 4 [SA4E2](#) Resource Allocation and Cost-effectiveness Analysis (H)

### Year 2

- 5 [SA4E3](#) Dissertation in Health Economics, Policy and Management (H)

6,7,8,9 Optional courses to the value of two full units from the following:\*

#### December

[SA4G3](#) Pharmaceutical Economics and Policy (H) or  
[SA4K8](#) Health Care Quality Management (H)  
and  
[SA4F2](#) Principles of Evidence-Based Medicine and Clinical Trials. or  
[SA4G6](#) Measuring Health System Performance (H)

#### June

[SA4G4](#) Statistical Methods in Health Care Economic Evaluation (H) or  
[SA4N7](#) Economics of Health and Wellbeing  
and  
[SA4K9](#) Advanced Health Economics (H) or  
[SA4K7](#) Health Care Negotiations

## Choosing Your Option Courses

You can find detailed information about each of the second year option courses below and the School's calendar, [lse.ac.uk/calendar](http://lse.ac.uk/calendar). These options will also be presented to you by either the course co-ordinators or the programme directors before you are asked to make a selection. You will be asked to choose your options by October 2016 for the December 2016 session and by April for the June 2017 session. We would recommend that you discuss course options with your tutor. The lowest mark from the option courses will not be included in the degree classification mark, unless it is a bad fail (see regulations above). It will, however, appear on your transcript. Please also note that all course choices are subject to approval, and that selection of any course is also dependent on availability and timetabling constraints.

## Option Courses

### [SA4G3](#) Pharmaceutical Economics and Policy

The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.

- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

#### **SA4K8 Health Care Quality Management**

An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:

- 1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview and critical appraisal of quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldrige award and different types of healthcare regulation and their role in quality improvement. It will also include a discussion of patient-focused measures of quality such as patient-recorded outcome measures (PROMS).
- 2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting
- 3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.
- 4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. They will also be given an example of a process map from a healthcare environment to work on optimising.
- 5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.
- 6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.



## **SA4F2 Principles of Evidence-Based Medicine and Clinical Trials**

A large amount of medical research is conducted, with variable quality. Also, health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. It is therefore essential to be able to interpret study results and conclusions appropriately, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention or treatment.

The module will provide students with practical skills in the following key areas:

- Understanding the different types of research that can be conducted in humans and their strengths and limitations, i.e. observational studies and a focus on clinical trials.
- Familiarity with systematic reviews (i.e. how several studies are combined, and the importance of looking at the evidence as a whole).
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports.
- Examining the efficacy and safety of health care interventions (an important part of a complete health economic evaluation of a clinical trial).

## **SA4G6 Measuring Health System Performance**

This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

## **SA4K7 Health Care Negotiations**

Lectures will cover the following material: The dynamics of health care stakeholders and the shifting balance of power among them; Introduction to the concept of negotiations and principles of game theory (principles of game theory, definition and properties of a Nash equilibrium; static and dynamic games; games with complete and incomplete information); the dilemma of complex, discontinuous, multiparty health care negotiations; the peopulator pricing exercise; the seven elements: defining success in health care negotiations; management as negotiation: frameworks and tools for analysing decision processes; the seven elements: defining success in health care negotiations; value creation and allocation in health care systems; when the people are the problem (partisan perceptions exercise; the three perspectives; the ladder of inference; the elements of relationship management).

Seminars will be interactive drawn based on case studies from specific health care environments (e.g. hospitals, drug coverage decision; health technology assessment; conflict between management and

clinical excellence), and use frameworks such as Choice Analysis (a currently unresolved negotiation in which another party has or is expected to reject a proposal), Complex Problem Solving (a currently unresolved and complex situation involving so many parties and issues that the situation is unclear or confusing and our ability to influence the situation is in doubt), Rapport Management (one or more currently unresolved negotiations in which resolution of a troubled personal or corporate relationship with the key person(s) on the other side constitutes one of the major requirements or aspirations for agreement), Decision Rights Analysis (a live, unresolved task of persuasion involving one or more individuals negotiating in their capacity as employees of a large health care provider), and Value Creation (a complex, live, unresolved negotiation where lots of differing interests are implicated by the subject matter and the parties do not share the same interests or have the same priorities).

#### **SA4K9 Advanced Health Economics**

This course builds on SA4G2 Health Economics and develops the concepts and analysis of health economics. The course introduces the technical literature of health economics by using a topic based approach to illustrate how health economists approach significant policy issues.

The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.

#### **SA4G4 Statistical Methods in Health Care Economic Evaluation**

This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector. It is a complement to SA4E2 Resource Allocation and Cost-effectiveness, based on individual patient data analysis rather than decision analysis. It also complements SA4F2 Principles of Evidence-Based Medicine and Clinical Trials as some of the analysis may be applied directly to clinical trial data.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

#### **SA4N7 Economics of Health and Wellbeing**

This course will introduce students to the economics of health and wellbeing. Focus will be on the health or wellbeing production function, and the related economics literature. In particular, the course will cover how health and wellbeing are measured in the literature and factors that determine these outcomes. Attention will be paid to defining what a causal effect is and specifying an appropriate health production function. In this regard the student can expect to become familiar with some basic econometrics. In terms of measurement, we will consider the value of subjective versus objective outcomes. We will discuss the human development index and the Millennium development goals. In addition, the course will review the main determinants of physical health, including inequality. (Un)healthy behaviours will also be covered, including drug taking, obesity and smoking. Some attention will be paid to the role of peer effects in this regard. The course will also cover well-being, income comparisons and the Easterlin Paradox. This component will be taken by Professor Andrew Clark. Overall, students taking this course can expect to gain insight as to the challenges faced by policy makers in altering the health and wellbeing outcomes of a nation. Students will also gain some insight into policies that are likely to be the most fruitful. Students will also become more familiar with a literature that considers individual health and wellbeing.

## Programme Organisation

The Programme Directors are Dr Grace Lordan, Professor Alistair McGuire and Dr Irene Papanicolas (on sabbatical 2015/16). Professor McGuire is also Chair of the Sub-board of Examiners for the programme. The Programme Manager is Therese Holmqvist and the Programme Administrator is Anthony King.

### Staff Contact Details

The contact details of the staff most closely involved with the programme are listed below. Staff can, if necessary, be telephoned directly by dialling 020 7955 plus their extension number.

Name	Room	Ext	Email
Prof Alistair McGuire	COWJ 4.05	6375	<a href="mailto:a.j.mcguire@lse.ac.uk">a.j.mcguire@lse.ac.uk</a>
Dr Grace Lordan	OLD M2.26	6768	<a href="mailto:g.lordan@lse.ac.uk">g.lordan@lse.ac.uk</a>
Dr Irene Papanicolas	COW.G.04	6472	<a href="mailto:i.n.papanicolas@lse.ac.uk">i.n.papanicolas@lse.ac.uk</a> (on sabbatical 2015/16)
Therese Holmqvist	OLD 2.49	7205	<a href="mailto:t.holmqvist@lse.ac.uk">t.holmqvist@lse.ac.uk</a> ; <a href="mailto:hepm@lse.ac.uk">hepm@lse.ac.uk</a>
Anthony King	OLD 2.49	7501	<a href="mailto:a.p.king@lse.ac.uk">a.p.king@lse.ac.uk</a> ; <a href="mailto:hepm@lse.ac.uk">hepm@lse.ac.uk</a>

### Health Society

The Health Society is a joint society comprising of IHP students plus students from the Health Policy and Planning and Health, Population and Society MSc programmes. Some financial support is usually available from LSE Health and Social Care and also from the Students' Union on application. In previous years the Society has organised guest lectures, film shows, social events and an educational visit to, for example, the WHO in Geneva. Normally the Society Committee is made up of two representatives from each of the Health MSc Programmes.

### Ongoing Programme Communication

The most efficient method of contacting you is via email. Readings and lecture notes, will be posted regularly on the web-based learning environment **Moodle**. Once you arrive at LSE, we will contact you using **only** your LSE email so it is vital that you check this regularly. We will not send information to you on the emails you gave when you applied for the programme. You may however wish to set up an auto-forward rule from your LSE account to your preferred email account.

## MSc HEPM Dissertation

Students should also refer to The Dissertation information in the 'Department' section of this handbook.

The 5,000 word compulsory dissertation is an integral component of the MSc Health, Economics, Policy and Management. It is an important opportunity to study a research question or policy problem in depth by reviewing the literature and providing a coherent analysis. It further gives an understanding of working on a project with specific objectives and deadlines and also a taste of academic research should you be interested in pursuing doctoral studies.

Students normally write up their dissertation during the summer after the final June teaching session, but please note that you are expected to start thinking about and researching your dissertation topic well in advance of this. The final output will be a piece of work that is written in an article format that is suitable for submission to a peer reviewed journal.

### Title and Content

You should discuss the topic with your supervisor (or another member of the teaching faculty), at the latest by the December 2016 teaching session. Before committing yourself to a particular research strategy or dissertation format, it is a good idea to consult some of the past dissertations that are relevant. These will be made available on the SA4E3 Moodle page. If you draw on material they contain, this must be adequately referenced in your script. All students should have agreed a provisional title and submit a dissertation proposal by 16 December 2016.

### Supervision and the Role of the Supervisor

The role of the supervisor is to provide guidance and feedback based on student input and discussion. The supervisor is not there to do the research for you. We suggest that you begin thinking about your dissertation topic by the June 2016 teaching session. **Supervision will be based on three half-hour individual meetings between student and supervisor.** Unless there is an emergency, students should rely on these three meetings and should therefore make the most of them. **These three meetings should take place during the following times – one during the June 2016 teaching session, one during the December 2016 teaching session and one during the June 2017 teaching session. It is also possible for you to avail of one additional meeting remotely before 7 July 2017. Students should initiate these meetings.** Should you for any reason defer your thesis you will not receive on going supervision unless there is exceptional circumstances.

Your supervisor can advise you on your approach, coverage, questions to be asked, and the outline structure and research design of the dissertation. It is the student's responsibility to submit to the supervisor, with reasonable notice, material that can form the basis of discussion in the meetings with the supervisor. In order to maximise the meetings' productivity it is also advisable that you give to your supervisor a list of topics for discussion (e.g. problems and questions that you have) one week ahead of the meeting date. **In the June 2017 meeting, the supervisor will be able to comment on a 1,000 word summary/outline of the dissertation.** It is also important that, following the identification of a suitable dissertation topic, all students submit the Dissertation Proposal Form (see below).

If you do not approach your supervisor he/she will not chase you - the initiative is on your side. After the end of the Summer Term you are 'on your own'; academics are expected to spend the summer vacation on research and writing, as well as attending meetings and conferences and taking holidays, so do not rely on contact with your supervisor after that date. Even before that date however you should not expect your supervisor to give meticulous detailed comments on drafts: the purpose of the Dissertation is to give you a chance to show your capacities to contribute to academic discussion and debate and it should be your own

effort.

## The Dissertation Proposal

Preparing a clear dissertation proposal is an essential element of undertaking the dissertation. All students must complete and submit the proposal form by 16 December 2016. Your supervisor will only read the proposal once and give comments that you should address prior to submission. This submission is worth 5% of the total marks awarded for the dissertation module. Students who submit on time and have a viable research proposal receive the 5%. Students who fail their proposal but submit their dissertation by the deadline of 4 September 2017 will have their dissertation marked out of 100. Students who fail their proposal and subsequently defer their dissertation will lose the 5%. The decision to award the 5% is decided by the Programme Directors. The form should be submitted electronically. Once the proposal has been approved, the student should be able to proceed on the identified programme of research and writing up.

## Deadline for Dissertation Submission

Students must submit **TWO final typed and bound copies** of the dissertation to the Programme Administrator on or before **4 September 2017 at 12:00 PM (midday)**. You will also be required to submit an electronic copy via Moodle. Submission instructions will be available on the SA4E3 Moodle page.

## Dissertation Proposal Form

<b>Academic Year</b>
<b>Name</b>
<b>MSc Programme</b>
<b>Provisional title of dissertation</b>
<b>Research objective(s).</b> Please state the central objective(s) of your research and what you intend to achieve.
<b>Research questions/hypotheses.</b> Please elaborate on your research objectives by identifying relevant research questions and hypotheses.
<b>Theoretical/conceptual framework and rationale of your research.</b> Please identify the theoretical/conceptual framework that you will be applying in your research and how your proposed research contributes to this debate or how it seeks to advance current understanding.
<b>Data and methods.</b> Please describe how you intend to research your proposed topic, identifying relevant methods that will enable you to achieve your research objective(s). Also describe any sources of data to be used in your research.
<b>Anticipated problems.</b> Please identify any potential problems which you might encounter in undertaking your research, and describe how you plan to overcome these.
<b>Sections/chapter headings.</b> Please outline the intended structure of the dissertation, including brief details of the contents of the respective sections/chapters.
<b>References.</b> Please provide details of literature relevant to your proposed research.

## Useful Internet Sites

You may find the following web pages of interest:

British Medical Journal	<a href="http://www.bmj.com">www.bmj.com</a>
Department of Health (England)	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
European Centre on Health of Societies in Transition (ECOHST)	<a href="http://www.lshtm.ac.uk/ecohost">www.lshtm.ac.uk/ecohost</a>
European Health Management Association (EHMA)	<a href="http://www.ehma.org">www.ehma.org</a>
European Observatory of Health Care Systems	<a href="http://www.euro.who.int/observatory">www.euro.who.int/observatory</a>
European Union (EU)	<a href="http://www.europa.eu">www.europa.eu</a>
The Lancet	<a href="http://www.lancet.com">www.lancet.com</a>
MISSOC Information on Social Protection and Health Care Systems in Europe	<a href="http://www.ec.europa.eu/missoc">www.ec.europa.eu/missoc</a>
Organisation for Economic Co-operation and Development (OECD)	<a href="http://www.oecd.org">www.oecd.org</a>
Past Examination Papers (internal access only)	<a href="https://library-2.lse.ac.uk/protected-exam/index.html">https://library-2.lse.ac.uk/protected-exam/index.html</a>
PUBMED (including Medline)	<a href="http://www.ncbi.nlm.nih.gov/entrez/query.fcgi">www.ncbi.nlm.nih.gov/entrez/query.fcgi</a>
Standing Committee of the Hospitals of the European Union (HOPE)	<a href="http://www.hope.be">www.hope.be</a>
World Bank Group	<a href="http://www.worldbank.org/">www.worldbank.org/</a>
World Health Organisation (WHO)	<a href="http://www.who.int/en/">www.who.int/en/</a>
World Health Organisation Regional Office for Europe	<a href="http://www.who.dk">www.who.dk</a>

