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INSURANCE SECTOR EDUCATION
AND TRAINING AUTHORITY

Learner Name	
ID Number	
Organisation	

FORMATIVE ASSESSMENT: LEARNER WORK FILE VERSION 1

Unit Standard Title: **Apply knowledge of health economics to make an informed decision**

Unit Standard No: **242571**

Unit Standard Credits: **3**

NQF Level: **6**

Mark information:

Specific Outcome/Section	1	2	3	4	5	Total	%	C / NYC
Maximum marks	43	10	15	12		80	100	

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Formative Activities

Section 1: 43 marks

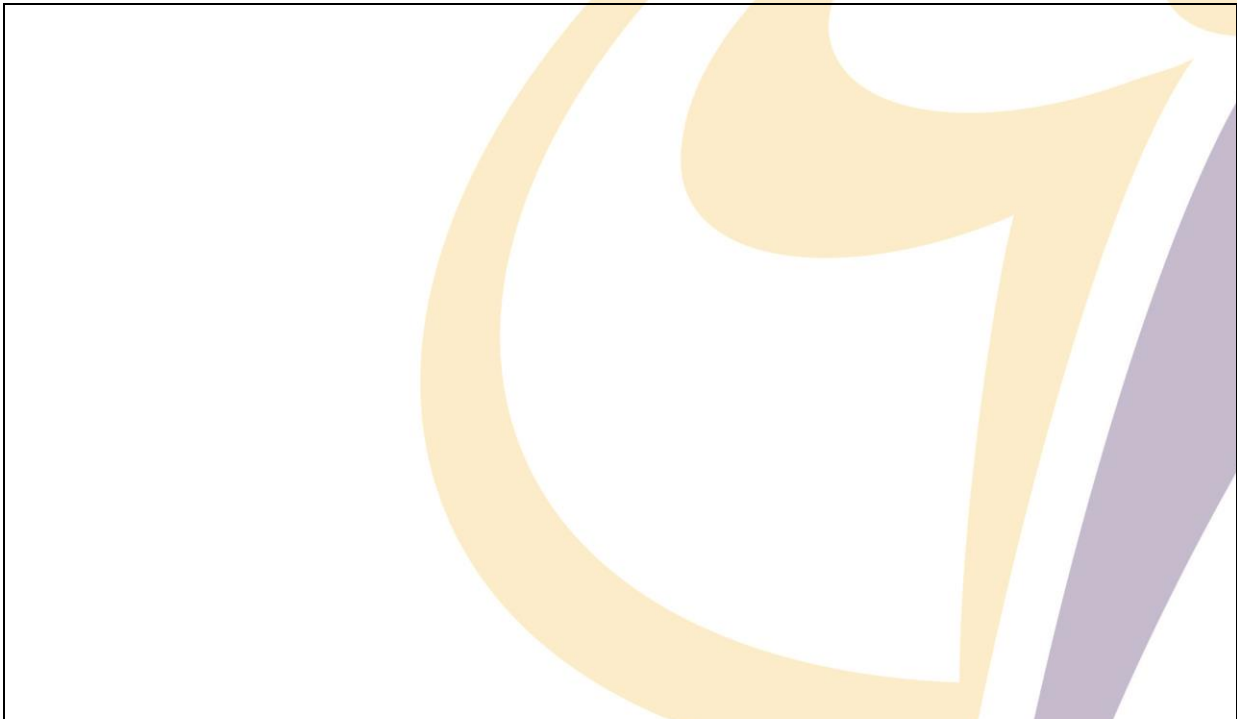
Activity 1

In this activity, you have to demonstrate knowledge and understanding of health economics in the provision of healthcare.

1.1 What is economics? (3)

A large, empty rectangular box with a black border, intended for the student's answer to question 1.1. The box is positioned to the left of a large, stylized graphic on the right side of the page, which consists of thick, flowing lines in shades of yellow and purple.

1.2 What are the underlying principles of economics? (6)

A large, empty rectangular box with a black border, intended for the student's answer to question 1.2. The box is positioned to the left of a large, stylized graphic on the right side of the page, which consists of thick, flowing lines in shades of yellow and purple.

1.3 What is the role of health economics when we make decisions regarding the provision of healthcare? (6)



1.4 What do we mean when we say “evidence based medicine”? (3)



1.5 Explain the role of health economics in the practice of evidence based medicine. Give reference to acceptance protocols in particular. (5)



1.6 How would you explain the basics of health economics to a member? Include comments on consumer rights and medical scheme responsibilities. (5)

1.7 Discuss basic health economic theory with reference to generally accepted principles. (5)

1.8 In pairs, (10)

- a) Search the internet or books for an article about a specialist health economics evaluation on a health economics issue
- b) Analyse and interpret the issue
- c) Make an informed decision on the issue. Use facts to justify your decision.

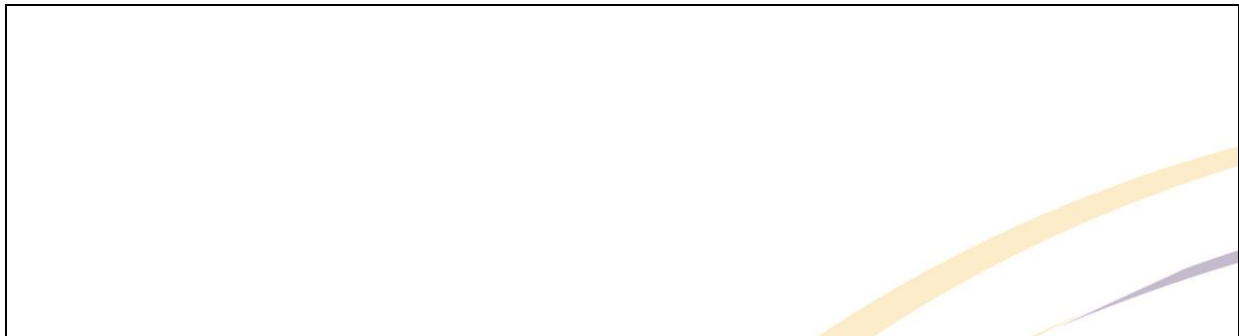
A large empty rectangular box with a thin black border, intended for students to write their answers. In the background, there is a stylized graphic of a person in shades of orange and purple, partially obscured by the box.

Section 2: 10 marks

Activity 2

In this activity, you have to apply the principles of health economics to enable informed decision making.

2.1 Give examples of economic tools, programmes and methods you can use to apply health economics to enable informed decision making. (3)



2.2 Why should data used in specialised health economics reports be evaluated? (7)



Section 3: 15 marks

Activity 3

In this activity, you have to explain the impact of the regulatory environment on health economics.

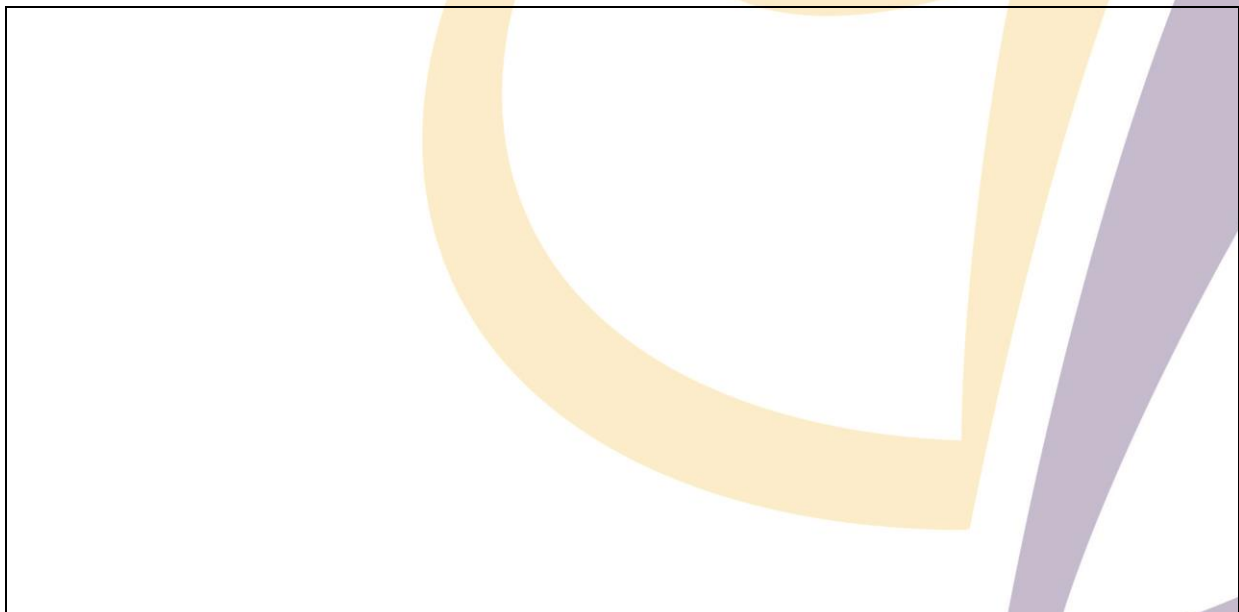
3.1 Give 5 examples of regulations that govern health economics in South Africa.

(5)



3.2 Briefly explain how the regulatory environment impacts positively or negative on health economics.

(5)



3.3 Discuss the powers of statutory bodies operating in the health environment. Pay attention to their positive and negative impact on the industry. (5)



Section 4: 12 marks

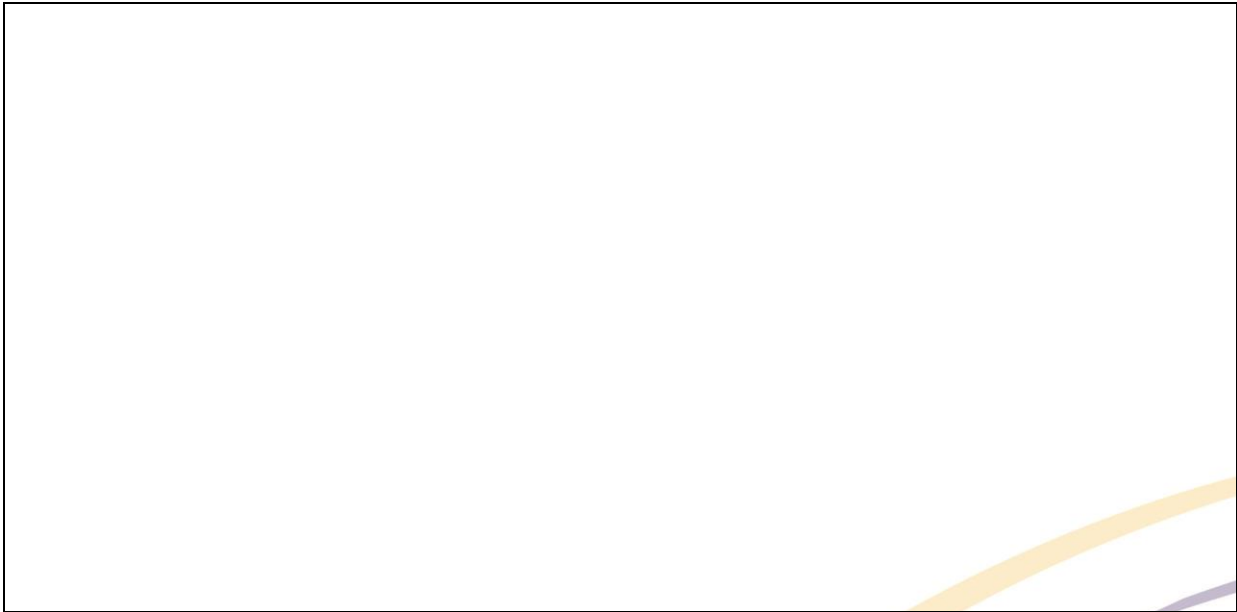
Activity 4

In this activity you should demonstrate knowledge and understanding of the role of pharmaco-economics in funding decisions.

4.1 Explain the term “Pharmaco-economics” as a branch of health economics. (4)



4.2 Explain any 2 (two) tools, programmes, methods and models used in pharmaco-economics with reference to the value and appropriateness of each. (6)



4.3 Give an example of a way that can be used to determine if the principles of pharmaco-economics have been applied effectively in an organisation. (2)





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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Apply knowledge of health economics to make an informed decision

SAQA US ID	UNIT STANDARD TITLE			
242571	Apply knowledge of health economics to make an informed decision			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Insurance and Investment				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Finance, Economics and Accounting	
ABET BAND	UNIT STANDARD TYPE	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 6	New Level Assignment Pend.	3
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2009-11-03	2012-06-30	SAQA 0160/05
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2013-06-30		2016-06-30		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to

NQF Levels are to the old levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for learners who are required to make economic choices and informed funding decisions in healthcare. It would be useful for senior people in administration and managed care, professionals who consult to medical schemes, risk managers, medical advisors, Trustees, Medical Scheme Consultants, Principal Officers, Clinicians, Healthcare Intermediaries and Senior Operational Administrative Staff.

The qualifying learner is capable of:

- Demonstrating knowledge and understanding of health economics in the provision of healthcare.
- Applying the principles of health economics to enable informed decision making.
- Explaining the impact of the regulatory environment on health economics.
- Demonstrating knowledge and understanding of the role of pharmaco-economics in funding decisions.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 4 and are working towards or have a Level 5 Financial Services Qualification or equivalent.

UNIT STANDARD RANGE

The typical scope of this Unit Standard is:

- Data includes, but is not limited to, information relating to burden of disease statistics, demographics, new drugs and new technology.
- The regulatory environment includes pending legislation relating to health including, but not limited to, National Health Act, Medical Schemes Act, Pharmacies Act, Medicine and Controlled Substances Act, Compensation for Occupational Injuries and Diseases Act (COIDA), Road Accident Fund (RAF).
- Formulary includes medicine reference price list or generic substitution.
- Tools, programmes, methods and models include cost effectiveness, cost benefit and cost minimisation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of health economics in the provision of healthcare.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The role of health economics is explained in relation to the decision making process in the provision of healthcare.

ASSESSMENT CRITERION 2

The role of health economics in the practice of evidence based medicine is explained with reference to acceptance protocols.

ASSESSMENT CRITERION 3

A specialist health economics evaluation on a health economics issue is analysed and interpreted to justify an informed decision.

ASSESSMENT CRITERION 4

The basics of health economics are explained to a member with reference to consumer rights and medical scheme responsibilities.

ASSESSMENT CRITERION 5

Basic health economic theory is explained with reference to generally accepted principles.

SPECIFIC OUTCOME 2

Apply the principles of health economics to enable informed decision making.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Tools, programmes and methods used to apply health economics are explained with reference to the value and appropriateness of each in selected situations.

ASSESSMENT CRITERION 2

Data used in specialised health economics reports is evaluated for authenticity, reliability and relevance in a specific situation.

SPECIFIC OUTCOME 3

Explain the impact of the regulatory environment on health economics.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The relevant regulatory environment is analysed in terms of how it impacts positively or negatively on health economics.

ASSESSMENT CRITERION 2

The powers of statutory bodies operating in the health environment are explained with reference to their positive and negative impact on the industry.

SPECIFIC OUTCOME 4

Demonstrate knowledge and understanding of the role of pharmaco-economics in funding decisions.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Pharmaco-economics is explained as a branch of health economics.

ASSESSMENT CRITERION 2

Tools, programmes, methods and models used in pharmaco-economics are explained with reference to the value and appropriateness of each in selected situations.

ASSESSMENT CRITERION 3

A selected model for a formulary or protocol is analysed to determine whether the principles of pharmaco-economics have been applied effectively.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

N/A

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO IDENTIFYING**

The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in applying knowledge of health economics to decision making.

UNIT STANDARD CCFO COLLECTING

The learner is able to collect, organise and critically evaluate information in analysing a formulary or protocol for effectiveness.

UNIT STANDARD CCFO DEMONSTRATING

The learner is able to see the world as a set of related systems in applying knowledge of health economics to decision making.

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