

Health Technology Assessment

2025 Online Course Handbook
PUB HLTH 7147OL and 4347OL

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PUB HLTH 7147OL and 4347OL: Health Technology Assessment

For Credit (University of Adelaide)

- Graduate Certificate in Public Health
- Graduate Diploma in Public Health
- Master of Public Health

For Non-Award Study

- Complete assignments and potentially use grade towards an accredited program of study at a later stage

For Credit (other Universities)

- Postgraduate courses in health policy, health economics and/or public health

For Personal Study / Audit

- Professional development - attend course but do not complete assignments

1. General Information

Course:	Health Technology Assessment
Course codes:	PUB HLTH 7147OL, PUB HLTH 4347OL
Coordinating Unit:	School of Public Health, Faculty of Health and Medical Sciences
Teaching Format:	This course is only delivered online.
Level:	Postgraduate coursework
Units:	3
Pre-requisites:	None
Co-requisites:	None
Incompatible:	PUB HLTH 7147, PUB HLTH 4347
Assumed Knowledge:	Introductory epidemiology (PUB HLTH 7075), biostatistics (PUB HLTH 7074) and public health evaluation and economics (PUB HLTH 7091) would be beneficial, although not a requirement.
Course Coordinator:	Professor Tracy Merlin tracy.merlin@adelaide.edu.au
Administration and non-award/audit enrolments:	Administration, School of Public Health Level 4 Rundle Mall Plaza 50 Rundle Mall, Adelaide SA 5005 Tel: +61 8 8313 4131 sphadmin@adelaide.edu.au

Course Description

This course takes a broad view of the impact of health technologies on the health of the population & individual. Health technologies can include medicines, vaccines, medical or surgical procedures, medical devices, tests and investigations. In this course emphasis is placed on the methods used to assess these health technologies in order to inform government policy, clinical & public health practice. Methods

include the systematic review of literature to assess the clinical safety & effectiveness of a technology, meta-analysis, as well as economic evaluation to determine whether a technology is good value for money. Attention is also given to the diffusion of technological innovations within their social, cultural & ethical context; addressing particular challenges with the assessment of medical tests; early assessment of emerging technologies; & to investment in, & disinvestment from, health technologies. The course has a strong practical focus & is taught by practitioners in the field.

2. Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy
2. Understand the policy framework for HTA in Australia and internationally
3. Undertake basic systematic searching for evidence on a health technology
4. Critically appraise the quality of evidence supporting a health technology
5. Recognise the range of approaches used in HTA to conduct an economic evaluation
6. Recognise the role of ethical analysis and public and patient engagement in HTA
7. Understand the complex issues associated with evaluating diagnostic tests in an HTA
8. Interpret a meta-analysis and apply meta-analytic statistical techniques

3. University Graduate Attributes

This course will provide students with an opportunity to develop the Graduate Attributes specified below:

University Graduate Attribute	Course Learning Objective(S)
Attribute 1: Deep discipline knowledge and intellectual breadth Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.	1-8
Attribute 2: Creative and critical thinking, and problem solving Graduates are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges.	1, 3-8
Attribute 3: Teamwork and communication skills Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals	1, 4-7
Attribute 4: Professionalism and leadership readiness Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers and communities.	3, 5, 7, 8
Attribute 5: Intercultural and ethical competency Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.	2, 6

University Graduate Attribute	Course Learning Objective(S)
Attribute 6: Australian Aboriginal and Torres Strait Islander cultural competency Graduates have an understanding of, and respect for, Australian Aboriginal and Torres Strait Islander values, culture and knowledge.	N/A
Attribute 7: Digital capabilities Graduates are well prepared for living, learning and working in a digital society.	1-8
Attribute 8: Self-awareness and emotional intelligence Graduates are self-aware and reflective; they are flexible and resilient and have the capacity to accept and give constructive feedback; they act with integrity and take responsibility for their actions.	1-8

4. Online Course 2025

Classes:	Semester 2, 28 July – 2 November 2025 (plus submission of assignment during November exam period)
Mid-semester break:	22 September – 5 October, 2025
Locations:	Online only
Restrictions:	None
Quota:	40
Contact class hours:	up to 6 hours per week of online activity

Teaching in *Health Technology Assessment* begins from the assumption that the participants have extensive professional and personal ideas and experience and that our role as teachers is to harness your knowledge and skills and build on them. We assume that you are willing and able to prepare fully for the virtual classes, to participate in online discussions and to carry your share of the workload in group exercises.

The course is built around examples of health technology assessment. People learn best when they are able to put developing knowledge and skills into practice. We believe that this is the most effective way of learning and the course has a range of activities to facilitate this process. In addition, we have key concepts and theoretical issues threaded throughout the course.

This course is taught online. The delivery will generally alternate each week between asynchronous and synchronous learning.

In the weeks designated for “asynchronous” learning, a set of pre-readings on the topic are made available online, along with very short (10-15 minute) narrated “lectures” which draw out the key points, followed by activities developed to test understanding of the topics. An online drop-in session (hosted using Zoom) and a monitored discussion board are provided to assist with any questions.

In the weeks designated for “synchronous” learning, a set of pre-readings on the topic are made available online, and a longer interactive “lecture” is delivered in real time from a content expert in virtual classes hosted using Zoom. The session is recorded in case students are unable to attend. This lecture draws out the key points and there is online interaction with the students to stimulate thinking on the

topic, followed by group-based or self-directed practical application of the concepts learned during online activities.

This course gives a high priority to interaction between the student and the academic staff, and amongst students. It is understood that students may have different learning styles and may come from different cultural backgrounds, but all students are encouraged to participate actively.

5. Teaching Staff

Course Coordinator/Instructors:

Prof Tracy Merlin
Deputy Executive Dean, Faculty of Health & Medical Sciences
Head, School of Public Health
Director, Adelaide Health Technology Assessment (AHTA)
Tel: 08 8313 3575 tracy.merlin@adelaide.edu.au

Other Instructors:

Dr Drew Carter drew.carter@adelaide.edu.au
Ms Camille Schubert camille.schubert@adelaide.edu.au

6. Communication

Once enrolled in the course please check [MyUni](#) to find the course and engage with the content at minimum once per week but preferably more frequently in order to facilitate online discussion of activities. Emails will only be sent to your student email address once enrolled, not to your personal email address.

The course will be available online from 21 July 2025, with the week 1 and 2 learning modules immediately available. In the week 1 module (commencing 28 July 2025) you will be expected to work through the week 1 materials and activities and a Zoom drop-in session will be available for questions. The first virtual “Zoom” class will be offered in the following week. Subsequent weekly modules will be posted online every Monday of the relevant week.

A discussion board has been set up for the course on MyUni. Please use the relevant discussion thread for each activity. Use discussion threads for any communication that is not of a private nature. All personal queries should be directed to the Course Coordinator.

Additional threads may be set up to pursue discussions or ideas relevant to the course and to student interests. **The timeslot for the zoom “drop-in” sessions and virtual classes will be the same. Classes are held Thursdays at 4pm (ACST).** The “drop-in” sessions are optional. However, you are encouraged to attend the virtual classes as you will get value from the interaction. Online recordings of classes are available for those who are unable to attend.

7. Learning Resources

Required Resources

An electronic copy of this **Handbook** and all course **Readings** will be available on the University Intranet ([MyUni](#)) to which award, non-award and audit students will have access.

Readings have been recommended because the authors have something interesting to say; recommendation does not necessarily imply endorsement by the teaching staff.

Recommended Resources

In addition to the online **Readings** provided to all course participants, the following resources are available:

Preliminary reading

Tailored preliminary reading may be provided to students depending on their prior preparation for this course. Information provided by external students on the course registration form will help guide this determination.

Further reading (in addition to the Readings on MyUni)

Books available through the University Library <https://www.adelaide.edu.au/library/> :

del Llano-Señarís JE, Campillo-Artero C (Eds). *Health Technology Assessment And Health Policy Today: A Multifaceted View Of Their Unstable Crossroads*. Springer: Switzerland, 2015. [E-book]

Drummond MF, Sculpher MJ, Claxton K et al. *Methods for the economic evaluation of health care programmes*. Oxford: Oxford University Press, 4th edition, 2015. [E-book]

Duckett SJ, Willcox S. *The Australian Health Care System*. South Melbourne, Vic: Oxford University Press, 6th edition, 2022. [E-book]

Edlin R, McCabe C, Hulme C, Hall P, Wright J. *Cost effectiveness modelling for health technology assessment: A practical course*. Switzerland: Springer International Publishing, 2015.

Gray, J. A. Muir. *Evidence-based health care and public health: how to make decisions about health services and public health*. China: Churchill Livingstone Elsevier, 3rd edition, 2009.

Scaletti A. *Evaluating Investments in Health Care Systems: Health Technology Assessment*. Springer: Naples, Italy, 2014. (particularly Chapter 3) [E-book].

Electronic resources:

Health Technology Assessment journal series <http://www.journalslibrary.nihr.ac.uk/hta/> NIHR Health Technology Assessment Programme [Look for articles mentioning “systematic review and economic evaluation”]

Higgins JPT, Thomas J (editors). *Cochrane Handbook for Systematic Reviews of Interventions* Version 6.5 [updated 2024]. The Cochrane Collaboration, 2024. Available from <https://training.cochrane.org/handbook/current>

International Journal of Technology Assessment in Health Care. [E-journal available through Library Catalogue <https://librarysearch.adelaide.edu.au/>]

International Network of Agencies for Health Technology Assessment (INAHTA). *International HTA Database*. Available at <https://database.inahta.org/>

Value in Health [E-journal available through Library Catalogue <https://librarysearch.adelaide.edu.au>]

Student computing support services

University information on computer laboratories and other computing services is available at:
<http://www.adelaide.edu.au/technology/yourservices/learning-teaching/>

8. Teaching & Learning Activities

Workload

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

As a general rule in any university course, you will need to allow a minimum of three independent study hours for every hour undertaken in synchronous class contact. This time is needed for such activities as reading for the topic, preparing for class activities and working on assignments.

For the asynchronous learning modules allow 6 hours per week to read the materials, resources and perform the activities.

Class	Learning Outcome	Bloom's level of cognition	Activity Checklist	Details
Week 1 28 Jul -	<p><u>Describe</u> and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy (outcome 1)</p> <p><u>Understand</u> the policy framework for HTA in Australia and internationally (outcome 2)</p>	Comprehension Knowledge	<p><u>Topic:</u> What is Health Technology Assessment? How is HTA done around the world?</p> <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Review learning module <input type="checkbox"/> Complete tasks in discussion board <input type="checkbox"/> Zoom welcome/drop-in session 	<p><u>Asynchronous learning</u></p> <p>Readings posted online</p> <p>Online module incorporating resources and tasks, introductions and activities in the discussion board, links to websites.</p> <p>Zoom welcome/drop-in session</p>
Week 2 4 Aug -	<p><u>Understand</u> the policy framework for HTA in Australia and internationally (outcome 2)</p>	Comprehension	<p><u>Topic:</u> Australian HTA</p> <ul style="list-style-type: none"> • Pre-work: Readings and watch videos • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and/or participate in online class 	<p><u>Synchronous learning</u></p> <p>Readings posted online</p> <p>Videos embedded in course</p> <p>'Real-time' virtual (Zoom) class</p>
Week 3 11 Aug -	<p><u>Describe</u> and <u>critically appraise</u> the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy (outcome 1)</p>	Comprehension Application	<p><u>Topic:</u> HTA Methods: (1) translating the policy question and study selection</p> <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Review learning module <input type="checkbox"/> Continue with role play activity <input type="checkbox"/> Zoom drop in session <input type="checkbox"/> Use clinical pathway to develop the PICO needed to address policy question; decide what articles should be included/ excluded that meet the PICO selection criteria (individual activity) 	<p><u>Asynchronous learning</u></p> <p>Readings posted online</p> <p>Online learning module incorporating resources and activities.</p> <p>Zoom drop in session</p>

Class	Learning Outcome	Bloom's level of cognition	Activity Checklist	Details
Week 4 18 Aug -	<u>Undertake</u> basic systematic searching for evidence on a health technology (outcome 3)	Knowledge Application Creativity	<u>Topic:</u> HTA Methods: (2) the search for evidence <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and/or participate in online class (including a demonstration of literature searching) <input type="checkbox"/> Practical to work through on applying literature searching techniques <input type="checkbox"/> <i>Apply skills learned from practical to answer searching assignment and submit online in week 6</i> 	<u>Synchronous learning</u> Readings posted online 'Real-time' virtual (Zoom) class. Searching practical posted online Searching assignment posted online
Week 5 25 Aug -	<u>Describe</u> and <u>critically appraise</u> the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy (outcome 1) <u>Critically appraise</u> the quality of evidence supporting a health technology (outcome 4)	Knowledge Evaluation Analysis	<u>Topic:</u> HTA Methods: (3) data extraction, (4) critical appraisal of primary and secondary research <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Review learning module <input type="checkbox"/> Critical appraisal of randomised controlled trial and systematic review <input type="checkbox"/> Zoom drop-in session 	<u>Asynchronous learning</u> Readings posted online Online learning module incorporating resources and activities. <ul style="list-style-type: none"> <input type="checkbox"/> Zoom drop-in session where a worked example of critical appraisal of a randomised controlled trial will be gone through
Week 6 1 Sept -	<u>Describe</u> and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy (outcome 1)	Knowledge	<u>Topic:</u> HTA Methods: (5) Narrative synthesis and communicating to the policy-maker <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Continue with activities from Week 5 <input type="checkbox"/> Critique of evidence submissions from industry <input type="checkbox"/> Watch video interview with Adj Prof Platona <input type="checkbox"/> Listen to and participate in online class 	<u>Synchronous learning</u> Readings posted online 'Real-time' virtual (Zoom) class. Allocated to oral presentation group and given paper to critically appraise. Discuss oral presentation assignment.

Class	Learning Outcome	Bloom's level of cognition	Activity Checklist	Details
<input type="checkbox"/> <i>Submit searching assignment online</i>				
Week 7 8 Sept -	<u>Interpret</u> a meta-analysis and apply meta-analytic statistical techniques (outcome 8)	Comprehension Application	<u>Topic:</u> HTA Methods: (6) Quantitative synthesis - meta-analysis, assessing heterogeneity <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Review learning module <input type="checkbox"/> Answer online formative quizzes on interpreting meta-analyses. <input type="checkbox"/> Meta-analysis practical to work through using Stata (optional) <input type="checkbox"/> Zoom drop-in session 	<u>Asynchronous learning</u> Readings posted online Online learning module incorporating resources and formative quizzes. Zoom drop in session Meta-analysis practical (formative assessment) posted online so that students can use Stata and undertake the analysis. Answers posted on formative critical appraisal tasks.
Week 8 15 Sept -	<u>Understand</u> the complex issues associated with evaluating diagnostic tests in an HTA (outcome 7)	Comprehension Application	<u>Topic:</u> HTA of medical tests and investigative procedures <ul style="list-style-type: none"> • Pre-work: Readings • Pre-work: Youtube video by Patrick Bossuyt • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Summative Quiz on interpreting test accuracy (includes calculations) to be completed after online class</i> <input type="checkbox"/> Listen to and participate in online class <input type="checkbox"/> Practical - critical appraisal of test accuracy studies (formative) 	<u>Synchronous learning</u> Readings posted online Youtube video embedded in course 'Real-time' virtual (Zoom) class. Online learning module incorporating resources (article) and critical appraisal checklist to fill out when reviewing the article. Review answers to Week 4 literature searching assignment. Online Quiz on assessing/interpreting test accuracy to be completed after online class
Week 9 and Week 10 6 Oct – 13 Oct -	<u>Recognise</u> the range of approaches used in HTA to conduct an economic evaluation (outcome 5)	Knowledge Application	<u>Week 9 Topic:</u> HTA Methods: (7) Economic evaluation – the basics <ul style="list-style-type: none"> • Pre-work: Readings • Pre-work: Youtube videos on Health Economics (strongly recommended) • Activity: <ul style="list-style-type: none"> <input type="checkbox"/> Review learning module 	<u>Asynchronous learning</u> Readings posted online Youtube videos embedded in course Online learning module incorporating resources. Embedded activities

Class	Learning Outcome	Bloom's level of cognition	Activity Checklist	Details
			<input type="checkbox"/> Zoom drop in session <u>Week 10 Topic:</u> HTA Methods: (8) Economic evaluation - interpretation, uncertainty and critical appraisal <ul style="list-style-type: none"> • Pre-work: Readings • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and participate in online class <input type="checkbox"/> Practical - critical appraisal of economic evaluation • <i>Upload group oral presentation on critical appraisal activity (allocated in Week 6)</i> 	Zoom drop in session <u>Synchronous learning</u> Readings posted online 'Real-time' virtual (Zoom) class for economics discussion Videos of group oral presentations uploaded to be marked.
Week 11 20 Oct -	<u>Recognise</u> the role of ethical analysis and public and patient engagement in HTA (outcome 6)	Knowledge Application Analysis	<u>Topic:</u> Ethical considerations in HTA <ul style="list-style-type: none"> • Pre-work: Readings • Pre-work: <ul style="list-style-type: none"> <input type="checkbox"/> Youtube video on rationing and medicine (strongly recommended) • Activity: <ul style="list-style-type: none"> <input type="checkbox"/> Ethical appraisal activity <input type="checkbox"/> Zoom drop-in session 	<u>Asynchronous learning</u> Readings posted online Youtube video embedded online Online learning module incorporating resources Example appraisal from week 10 will be posted. Zoom drop-in session
Week 12 27 Oct -	<u>Recognise</u> the role of ethical analysis and public and patient engagement in HTA (outcome 6)	Knowledge Application	<u>Topic:</u> Involving the community in HTA decision-making <ul style="list-style-type: none"> • Pre-work: Readings (strongly recommended) • <i>Summative Quiz on community engagement readings.</i> • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and participate in online class and review answers to quiz. <input type="checkbox"/> <i>Ensure all online modules are completed</i> <input type="checkbox"/> <i>Ensure final assignment is ready for submission by 7 November</i> 	<u>Synchronous learning</u> Readings posted online Quiz on community engagement readings, submitted via Turnitin. 'Real-time' virtual (Zoom) class. Ethical analysis activity answers will be posted.

9. Assessment

Students wanting credit for the course (ie award and non-award students) will need to review all online learning modules, submit a videoed group presentation, two summative quizzes and two assignments.

The University's policy on Assessment for Coursework Programs is based on the following four principles:

1. assessment must encourage and reinforce learning;
2. assessment must enable robust and fair judgements about student performance;
3. assessment practices must be fair and equitable to students and give them the opportunity to demonstrate what they have learned; and
4. assessment must maintain academic standards

(see: <http://www.adelaide.edu.au/policies/700/>)

Assessment Summary

Assessment task 1: Literature searching practical

- Task allocated: Week 4 – week beginning 18 August 2025
- Due date: Week 6 – Friday 5 September 2025
- Summative
- Weighting: 15%
- Electronic submission of assignment
- Feedback within 2 weeks
- Learning outcome addressed: 3

Assessment task 2: Quiz on interpreting diagnostic test accuracy

- Quiz administered online: Week 8 – week beginning 15 September 2025, released immediately after online class (18 September)
- Due date: Quiz timer allows 50 minutes to complete it after starting it. Quiz will be closed on Thursday 25 September at 4pm.
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Quiz answers will be provided immediately upon completion of the quiz and more detailed/moderated feedback will be provided on Friday 26 September 2025.
- Learning outcome addressed: 7

Assessment task 3: Video group oral presentation of critical appraisal

- Task allocated: Week 6 – week beginning 1 September 2025
- Due date: Week 10 – submit online by end of Friday 17 October 2025
- Summative
- Weighting: 20% (group assessment)

- Upload video of group oral presentation (including visuals of slides and speakers talking to the slides)
- Feedback within 2 weeks
- Learning outcomes addressed: 1, 4

Assessment task 4: Quiz on pre-readings supporting Community Engagement topic

- Quiz administered online: Week 12 – due Thursday 30 October 2025 by 4pm
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Feedback 31 October 2025
- Learning outcome addressed: 6

Assessment task 5: Integrated HTA

- Due date: end of Friday 7 November 2025
- Summative
- Weighting: 35% (individual assessment)
- Electronic submission of assignment
- Learning outcomes addressed: 1 - 6, 8

Completion of Online Learning modules:

- Completion of all of the Learning Modules associated with the course will contribute 10% towards your overall grade. Evidence of participation will be determined from discussion board activity, participation in Zoom classes (or download of Zoom classes) and review of learning module materials (tracked using the activity analytics in MyUni). Course activity benchmarks have been based on previous class cohorts. Students will be marked as having high (81-100%), moderate-high (61-80%), moderate (41-60%), low-moderate (21-40%) or low (0-20%) participation in the course based on engagement across the whole course.

Assessment Detail

Literature searching practical

1. Each student will conduct a PubMed search for randomised controlled trials, systematic reviews and HTA reports based on PICO criteria that are provided. The PubMed search strategy should be submitted in your assignment, including the number of citations yielded at each line of the search. The results of the search (a snapshot of the first page of citations is sufficient) should also be submitted. The search strategy should have enough detail that it can be replicated by someone else.
2. Search for an HTA report on the topic using one other form of searching.

A rubric will be provided indicating the elements that should be presented in the assignment.

Quizzes

Each student is to complete two short quizzes online. One quiz will assess individual students' understanding and interpretation of diagnostic test accuracy measures. The answers to the quiz will be provided the day following the closure of the quiz so that you receive immediate feedback on your learning. The other online quiz will be open-book and multiple choice. It will test students' understanding of the Community Engagement pre-readings available in MyUni.

Oral presentation of critical appraisal

Working in pre-allocated groups of 3 or 4, you are to prepare a 12 minute Powerpoint presentation with up to 8 slides, of a critical appraisal of a published paper (to be allotted to each group in Week 6). The presentation will need to be videoed and uploaded in Week 10 (eg upload a Zoom or Teams recording of the group presenting the powerpoint presentation online).

The presentation should contain the following elements:

- An introductory slide listing the paper to be discussed and the names of members of the presentation team.
- A summary of the paper and the question it addresses
- The level of evidence and design of the study
- Which tools were used to assist with the critical appraisal
- The critical appraisal itself
- Conclusions regarding the validity of the study's results

All group members are expected to contribute equally to the presentation. If individuals have not contributed sufficiently they will receive a downgraded individual mark, as opposed to the group mark. Each group member must contact the course-coordinator with a breakdown of student contributions within their group to this task – students will be informed about how this should be done.

Integrated HTA

Each student is to submit an evaluation of a health technology. You need to assume that the technology is new and has not yet been publicly funded. This evaluation should address the following questions:

1. Is cystic fibrosis transmembrane regulator (CFTR) pre-natal testing for cystic fibrosis as, or more, safe and effective than no pre-natal testing for cystic fibrosis? [30%]
 - Develop PICO criteria for conducting a systematic review to assess the comparative effectiveness and harm/safety of this health technology. Where relevant, consider a linked evidence approach.
 - Identify 3 studies of good quality that address this question and then narratively synthesise the findings from this evidence. The important patient-relevant outcomes described in your PICO criteria should form the basis of this synthesis.

Hint: pre-natal testing is not the same as newborn screening. Pre-natal testing occurs while the mother is pregnant.
2. Broadly describe what you would do to construct an economic model to determine the cost-effectiveness of CFTR pre-natal testing for cystic fibrosis relative to no pre-natal testing for cystic fibrosis. [30%]
 - Use an existing published checklist as a guide for how to describe this model

- Identify and evaluate the likely applicability, extrapolation and transformation issues associated with using the 3 studies of good quality to inform the development of the economic model

Hint: an HTA report can be a good source for the type of economic model that could be used or a published economic evaluation.

3. What are the ethical issues associated with CFTR pre-natal testing for cystic fibrosis? [20%]
 - Use an ethics framework or checklist as a guide for how to do this ethical analysis
4. Prepare a 2-page policy brief including a conclusion for your policy maker as to whether the health technology should be publicly funded. This should be included as the first section of your assignment. [20%]

A rubric will be provided indicating the elements that should be presented in the assignment.

The assignment should be no longer than 12 pages (6000 typed words single-spaced), excluding references.

Submission of Assignments

All assessment tasks will be submitted online.

If for some reason you are unable to upload an assignment to MyUni, please email it to the Course Coordinator. In case we mislay it, you should retain a copy of the assignment submitted.

Extensions

All extensions for assignments must be requested, at the latest, by the last working day before the due date of submission. Extensions will generally be granted only on medical or genuine compassionate grounds. Supporting documentation must be provided at the time a student requests an extension. Without documentation, extensions will not be granted. Late requests for extension will neither be accepted nor acknowledged.

Only the Course Coordinator(s) may grant extensions.

Supporting documentation will be required when requesting an extension. Examples of documents that are acceptable include: a medical certificate that specifies dates of incapacity, a police report (in the case of lost computers, car & household theft etc.), a letter from a Student Counsellor, Education and Welfare Officer (EWO) or Disability Liaison Officer that provides an assessment of compassionate circumstances, or a letter from an independent external counsellor or appropriate professional able to verify the student's situation. The length of any extension granted will take into account the period and severity of any incapacity or impact on the student. Extensions of more than 10 days will not be granted except in exceptional circumstances. Most extensions will only be 3 days.

Late submission

Marks will be deducted when assignments for which no extension has been granted are handed in late.

All assignments, including those handed in late, will be assessed on their merits. In the case of late assignments where no extension has been granted, 5 percentage points of the total marks possible per day will be deducted. If an assignment that is 2 days late is awarded 65% on its merits, the mark will then be reduced by 10% (5% per day for 2 days) to 55%. If that same assignment is 4 days late, the mark will be reduced by 20% (5% per day for 4 days) to 45%, and so on.

The School of Public Health reserves the right to refuse to accept an assignment that is more than 7 days late.

Assignments submitted after the due date may not be graded in time to be returned on the listed return dates.

Students submitting examinable written work who request (and receive) an extension that takes them beyond the examination period are advised that there is no guarantee that their grades will be processed in time to meet usual University deadlines.

Resubmission

If a student is dissatisfied with an assessment grade they should follow the [Student Grievance Resolution Process](#). Students who are not satisfied with a particular assessment result should raise their concerns with Course Coordinator(s) in the first instance. This must be done within 10 business days of the date of notification of the result. Resubmission of any assignment is subject to the agreement of the Course Coordinator(s) and will only be permitted for the most compelling of reasons.

Additional assessment is permitted for students who narrowly fail to achieve a passing grade in the course. Eligibility for this will be determined according to the University's [Modified arrangements for coursework Assessment policy](#).

Plagiarism

Plagiarism is a form of academic dishonesty that amounts to theft or fraud. It is the unacknowledged use of the thoughts or writings of another person or of Artificial Intelligence programs, as if they are one's own. This may occur as a result of deliberate misuse of another person's work, or through ignorance or inexperience about the correct way to acknowledge other work. Plagiarism includes presenting information or paraphrasing ideas from books, articles, etc. or other students' work, without clear identification of the source through proper use of referencing; and quoting directly from a source, without indicating that it is a direct quote.

This is considered an extremely serious matter, which may lead to failure of an assignment, or even suspension from University.

You should read and understand the University's Academic Integrity Policy, a link to which can be found at

<http://www.adelaide.edu.au/policies/230/>

Very helpful student guides are available from the University's Writing Centre and these give examples of plagiarism and how to avoid it:

<https://www.adelaide.edu.au/writingcentre/resources/avoiding-plagiarism>

Fraud Awareness

Students are reminded that in order to maintain the academic integrity of all programs and courses, the university has a zero-tolerance approach to students offering money or significant value goods or services to any staff member who is involved in their teaching or assessment. Students offering lecturers or tutors or professional staff anything more than a small token of appreciation is totally unacceptable, in any circumstances. Staff members are obliged to report all such incidents to their supervisor/manager, who will refer them for action under the university's student's disciplinary procedures.

Course Grading

Grades for your performance when enrolled in 7147OL will be awarded in accordance with the following M10 Mark Scheme:

Grade	Mark	Description
HD	85-100	High Distinction
D	75-84	Distinction
C	65-74	Credit
P	50-64	Pass
F	1-49	Fail
FNS	No work submitted for assessment	Fail No Submission
RP	Results pending	Awaiting result

Grades for your performance when enrolled in 4347OL will be awarded in accordance with the M11 Honours mark scheme.

GRADE	MARK	GPA
First Class	80 – 100	7
Second Class Div A	70 – 79	6
Second Class Div B	60 – 69	5
Third Class	50 – 59	4
Fail	1 – 49	1.5

Further details of the grades/results release dates can be obtained from:

<https://www.adelaide.edu.au/student/exams/results/grade-release-dates#semesters-summer-winter-school-2025>

Final results for this course will be made available through MyAdelaide

(<https://myadelaide.uni.adelaide.edu.au/#/home/>)

10. Audit students

Health Technology Assessment is open to audit students. Audit enrolment is a type of enrolment where a student can attend a single course but is not enrolled in any Program of study. The student will attend the course for information only and will not be assessed for the course. Audit enrolment cannot be used to gain credit towards future enrolment in an award program, unlike a non-award enrolment.

All audit students will receive a Certificate of Attendance, upon request.

11. Student Feedback

The University places a high priority on approaches to learning and teaching that enhance the student experience. Feedback is sought from students in a variety of ways including on-going engagement with

staff, the use of online discussion boards and the use of Student Experience of Learning and Teaching (SELT) surveys as well as GOS surveys and Program reviews.

SELTs are an important source of information to inform individual teaching practice, decisions about teaching duties, and course and program curriculum design. They enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes. Under the current SELT Policy (<http://www.adelaide.edu.au/policies/101/>) course SELTs are mandated and must be conducted at the conclusion of each term/semester/trimester for every course offering. Feedback on issues raised through course SELT surveys is made available to enrolled students through various resources (e.g. MyUni). In addition aggregated course SELT data is available.

Students are encouraged to provide feedback on the course through the mechanism of SELTs. If responses from students to the SELT survey falls below 5, aggregated data and comments are not provided to the course coordinator, so it is really important that you provide feedback when asked via email to do so. Last year we did not have sufficient numbers completing the SELT survey to have any feedback to act upon. I encourage you to do so this year.

12. Student Support

- [Academic Support with Maths](#)
- [Academic Support with writing and speaking skills](#)
- [Student Life Counselling Support - Personal counselling for issues affecting study](#)
- [International Student Support](#)
- [YouX Student Care - Advocacy, confidential counselling, welfare support and advice](#)
- [Students with a Disability - Alternative academic arrangements](#)
- [Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy](#)
- [LinkedIn Learning](#)

13. Policies & Guidelines

This section contains links to relevant assessment-related policies and guidelines - [all university policies](#).

- [Academic Credit Arrangement Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progress by Coursework Students Policy](#)
- [Assessment for Coursework Programs](#)
- [Copyright Compliance Policy](#)
- [Coursework Academic Programs Policy](#)
- [Intellectual Property Policy](#)
- [IT Acceptable Use and Security Policy](#)
- [Modified Arrangements for Coursework Assessment](#)
- [Student Experience of Learning and Teaching Policy](#)
- [Student Grievance Resolution Process](#)

