



Authors:

Christopher Carroll, Claire Beecroft, Luke Miller, School of Health and Related Research, University of Sheffield, UK

The Future of Education in HTA and Health Economics

Background and Objectives

An increasing range of online education is available to those working in the field of pharmaco-economics and Health Technology Assessment (HTA). The aim of this study was to explore the market for free online education in HTA and to assess the practicalities of delivering a free, interactive short-course. The course was therefore run as a Massive Online Open Course (MOOC).

MOOCs

What are they? MOOCs are free, open access courses, aimed at large numbers of students; they might or might not lead to formal qualifications.

Methods

We delivered two 5-week online courses on the basics of HTA:

- Autumn 2013 (n = 2039)
- Summer 2014 (n = 1029)

What it is; how new technologies are identified; how they are evaluated; the principal means of assessing clinical and cost-effectiveness; and how HTA is used within different health systems to inform reimbursement decisions. Materials were adapted from an existing online MSc

Descriptive statistics of participants were recorded and a survey conducted of participants' experiences.

Results

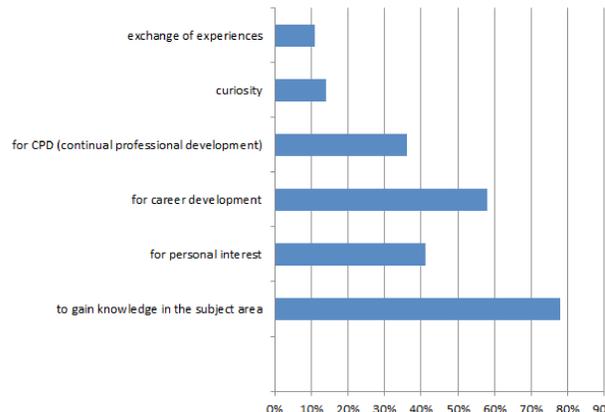
Numbers

3068 individuals registered for the HTA MOOC, of which 2430 completed a voluntary survey giving basic socio-demographic data about themselves.

Global

Participants were mainly from Europe (52%), Asia (15%) and North America and Canada (14.3%)

Why participate?



People may select more than one checkbox, so percentages may add up to more than 100%.

Assessment

842 / 3068 (27.4%) of those registered in Week 1 completed the MOOC (i.e. submitted all required weekly assessments by the end of Week 5), compared to an average of 5 - 6% for MOOCs generally [THES 2013].

Student feedback

Students reported the principal strength of the programme to be the quality and usefulness of the learning materials, and the principal issue to be time required (workload was considered by some to exceed the 4 - 5 hours / week intended).

“ Many thanks for this very well thought out and adequately paced course. I thoroughly enjoyed it and was looking forward to each week’s content, knowing that it will add hugely to my knowledge of HTA. ”

“ Thank you for presenting this course - the number and breadth of students from different countries illustrates that there is a thirst for better understanding about HTA, and you have helped us along and tempted us to look further. Well done. ”

“ Thank you to all of you, off course special thanks to Chris and Claire. This course has tempted me to apply to the U of Sheffield in order to go deeper in the subject. ”

“ Excellent course. Thoroughly enjoyed myself and learnt lots. Thank you! ”

Conclusions

The MOOC approach offers scope for delivering flexible, effective and accessible education to small or large international cohorts of professionals, patients and providers working within HTA and pharmaco-economics.

References:

THES 2013. MOOC completion rates ‘below 7%’. Open online courses’ cohort much less massive at finish line, 9 MAY 2013 <http://www.timeshighereducation.co.uk/news/mooc-completion-rates-below-7/2003710.article>

Correspondence:

Dr Chris Carroll (c.carroll@sheffield.ac.uk)

web: www.shf.ac.uk/heds
twitter: @scharrheds

