



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	3402
Module Title	Foundations of Global Eye Health and Eye Care Programmes
Module Organiser(s)	Cova Bascaran and Marcia Zondervan
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
HECoS Code	101511:101317:100647 (1:1:1)
Term of Delivery	Term 1
Mode of Delivery	For 2021-22 this module will be delivered online and face to face. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using a combination of an online platform and face to face sessions. The online component will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None but an understanding/ background in eye care is preferable.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	18 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	MSc Public Health for Eye Care
Module Description	This module introduces the students to the principles of global eye health, including global and national eye health strategy, policy and programmes in eye health.
Duration	3 weeks at 2 days per week (plus a reading week in the middle of the term)
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2021

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health for Eye Care	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> learn the principles of global and national public health programmes in eye care through a variety of concepts and case studies for discussion and analysis including one's own eye health system.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Understand the concept of global eye health and eye health programmes; Critically evaluate a variety of existing global, national and local eye health policies and programmes; Analyse an eye care programme relevant to the student's setting and its integration into the wider health system.

Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> Overview of global eye care policies affecting eye care programmes. Examine a variety of existing eye care programmes world-wide within their health system with a view to understanding what factors encourage success/ failure and assess applicability to the student's own eye care programme.



Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	30
Directed self-study	20	20
Self-directed learning	10	10
Assessment, review and revision	40	40
Total	100	100

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy

A combination of interactive online seminars, group work, discussions and student presentations will be used.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

The assessment for this module in term 1 will be online.

The module will be summatively assessed through an end of module assessment which will include submission of course work (70%) and an online presentation (30%).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	1500 word essay	70	1,2,3
Individual Presentation	10 minutes	30	1,2,3

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

The resit will be the same as the module assessment consisting of coursework (70%) and an online presentation (30%), but using a different topic from the one presented during the module assessment.

Resources

Indicative reading list

1. WHO. World Report on Vision. <https://www.who.int/publications/i/item/world-report-on->
2. WHO Action Plan for the Prevention of Avoidable Blindness and Visual Impairment 2009-2013 - IAPB. <https://www.iapb.org/resources/who-action-plan-for-the-prevention-of-avoidable-blindness-and-visual-impairment-2009-2013/>.
3. Global Action Plan 2014-2019. <https://www.who.int/publications/i/item/world-report-on->
4. WHO | Key components of a well functioning health system. http://www.who.int/healthsystems/publications/hss_key/en/.
5. Eye Health Systems Assessment. <http://iceh.lshtm.ac.uk/files/2014/03/Eye-health-systems-assessment.pdf>.
6. Binagwaho A, Scott K, Rosewall T, et al. Improving eye care in Rwanda. Bulletin of the World Health Organization. 2015;93(6):429-434. doi:10.2471/BLT.14.143149
7. Du Toit R, Faal HB, Etya'ale D, et al. Evidence for integrating eye health into primary health care in Africa: a health systems strengthening approach. BMC Health Services Research. 2013;13(1):102-102. doi:10.1186/1472-6963-13-102

Other resources

<https://www.iapb.org>

<https://iceh.lshtm.ac.uk>

<https://cehjournal.orworld>



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).