



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	2460
<b>Module Title</b>	Nutrition Programme Planning
<b>Module Organiser(s)</b>	Dr Elaine Ferguson and Dr Hilary Kershaw-Davies
<b>Faculty</b>	Epidemiology & Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100247 : 100812
<b>Term of Delivery</b>	Term 3
<b>Mode of Delivery</b>	For 2021-22 this module is currently planned as a mixture of online and face to face teaching  Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning). We do not yet know whether or not there will be any on-campus activities during Term 3. This decision will be made in February.
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (indicative number of students)</b>	30 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	This module is intended for nutritionists and other public health professionals wishing to work as planners and managers of nutrition programmes in development &/or emergency settings in low-income countries.
<b>Module Description</b>	This module seeks to develop a basic understanding of concepts and skills used in nutrition programme planning. The module places a focus on how to assess the presence, extent and determinants of different forms of malnutrition in a population to select an appropriate nutrition intervention program and then design an evaluation of it. Students will have the opportunity to discuss the selection, design and implementation of nutrition

	programmes. They will consolidate the theory they have learned through applications in case studies.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot E
<b>Last Revised (e.g. year changes approved)</b>	September 2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Nutrition for Global Health	(Peripheral)

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>enable students to plan and evaluate appropriate nutrition interventions to improve the nutritional status of populations in low- and middle-income countries.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>Identify, summarise and interpret a range of evidence to determine the priority nutrition problems in a given population</li> <li>Understand how to undertake a Situation Analysis, Causal Analysis and Stakeholder Analysis to select an appropriate nutrition intervention.</li> <li>Have insights into the advantages and disadvantages of alternative nutrition interventions for combating specific nutrition problems</li> <li>Outline a nutrition intervention using a Logical Framework</li> <li>Design an evaluation of a nutrition intervention</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
The module is expected to cover the following topics: <ul style="list-style-type: none"> <li>How to assess the presence, extent and determinants of different forms of malnutrition in a population</li> <li>Selection, design and implementation of nutrition programmes</li> <li>Use of a stakeholder analysis to inform nutrition programme planning</li> <li>How to monitor and evaluate a nutrition programme</li> <li>How to construct a 'Logical Framework'</li> </ul>



## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	48	32
Directed self-study	6	4
Self-directed learning	75	50
Assessment, review and revision	21	14
<b>Total</b>	<b>150</b>	<b>100</b>

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, practical classes, 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

The NPP emphasises the practical aspects of nutrition program planning and evaluation and will draw extensively on students' own experiences. Students have opportunities to present their ideas as they develop and receive feedback. They will be working in groups of five to seven throughout the module, emphasising the development of transferable skills that may be useful in their working lives, such as presentation, critical analysis and group working.

The module is built on six topic areas of relevance to nutrition programme planning – namely situation analysis, causal analysis, nutrition programmes, stakeholder analysis, nutrition intervention monitoring and evaluation and logical frameworks. For each class, there will be lectures providing the theoretical basis of each topic area; and then to consolidate learning, students will work in groups to put learned skills into practice. A case study will be followed to illustrate concepts and applications. Each group will work on a case study, across all topic areas, to be presented and discussed in class with other groups.



## 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. The grade for summative assessment(s) only will go towards the overall award GPA.

The assessment for this module will be online.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written assignment	maximum 2500 words	100	1-5

### Resitting assessment

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



## Resources

### Indicative reading list

1. Gosling L, Edwards M (2006). Toolkits. A practical guide to planning, monitoring, evaluation and impact assessment. Save the Children, London, UK.
2. The Health Compass: How to conduct a situation analysis  
<https://www.thecompassforsbc.org/how-to-guides/how-conduct-situation-analysis>
3. Brugha R, Varvasovszky Z (2000). Stakeholder analysis: a review. *Health Policy Plan.* 15:239-46.
4. Varvasovszky Z, Brugha R (2000). (How to do or not to do...) A stakeholder analysis. *Health Policy Plan.* 15:338-45.
5. Bhutta ZA, Ahmed T, Black RE, Cousens S, Dewey K, Giugliani E, Haider BA, Kirkwood B, Morris SS, Sachdev HPS, Shekar M (2002) What works? Interventions for maternal and child undernutrition and survival. *Lancet* 371: 608-621.
6. Save the Children (2009). Hungry for Change. An eight-step, costed plan of action to tackle global hunger. <https://resourcecentre.savethechildren.net/library/hungry-change-eight-step-costed-plan-action-tackle-global-child-hunger>
7. Habicht JP, Victora CG, Vaughan JP. Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. *International Journal of Epidemiology*, 1999; 28; 10-18.
8. IEG World Bank. What can we learn from nutrition intervention Impact evaluations? Lessons from a review of interventions to reduce child malnutrition in developing countries.  
[http://siteresources.worldbank.org/EXTWBASSHEANUTPOP/Resources/Nutrition\\_eval.pdf](http://siteresources.worldbank.org/EXTWBASSHEANUTPOP/Resources/Nutrition_eval.pdf)
9. BOND – Network for International Development. Logical Framework Analysis. Guidance Notes No 4, BOND, London, 2003 <http://www.gdrc.org/ngo/logical-fa.pdf>
10. AusGuidelines . The Logical Framework Approach. Australian Agency for International Development (AUSAID) June 2003.  
<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan032502.pdf>

### Other resources

Module information, including session notes and recordings and key literature for each session will be made available via the NPP Manual (Moodle).



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).