



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	2460
Module Title	Nutrition Programme Planning
Module Organiser(s)	Dr Elaine Ferguson and Dr Hilary Kershaw-Davies
Faculty	Epidemiology & Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100247 : 100812
Term of Delivery	Term 3
Mode of Delivery	For 2022-23 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There 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
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (indicative number of students)	30 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	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.
Module Description	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, and based on this analyses to select and design

	an appropriate nutrition intervention program and design an evaluation of it. Students will consolidate the theory they have learned through applications in case studies.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E
Last Revised (e.g. year changes approved)	August 2022

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

Module Aim and Intended Learning Outcomes

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

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

Indicative Syllabus

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

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	57	32
Directed self-study	6	4
Self-directed learning	66	50
Assessment, review and revision	21	14
Total	150	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, practical classes, as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive 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
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](#).