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MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	HHM101
Module Title	Public Health Information in Humanitarian Crises
Module Organiser(s)	Francesco Checchi
Contact email	The LSHTM distance learning programmes and modules are run in collaboration with the University of London Worldwide. Enquiries may be made via their Student Advice Centre at: http://www.london.ac.uk/contact-us . (Enquiries from face-to-face i.e. London-based LSHTM MSc or research students regarding study of DL modules should be emailed to distance@lshtm.ac.uk .)
Faculty	Faculty of Public Health and Policy London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/php
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100962, 100617, 100823
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	None, other than general pre-requisites for admission to the MSc/PGDip/PGCert Health in Humanitarian Crises programmes. Students without any experience in humanitarian work or public health should strongly consider taking the PHM214 Conflict and Health module first or at least alongside this module. It is also preferable for students to have learned through the material of HHM101 Public Health Information in Humanitarian Crises before embarking on studying the material for HHM102 (if doing both in the same year).
Accreditation by Professional Statutory and Regulatory Body	None



Module Cap (Maximum number of students)	There is no cap on the number of students who can register for this distance learning module.
Target Audience	This module is aimed for those with an interest to work, or who are currently working, in technical programmatic or advisory roles in humanitarian health. This module is compulsory for students enrolled in the PG Certificate, Diploma and/or MSc Health in Humanitarian Crises programmes.
Module Description	This module will provide students with an in-depth understanding of different kinds of information critical to analysing needs, planning and monitoring humanitarian public health responses. It will also provide students with a systematic overview of methods appropriate to collect this information.
Duration	Distance learning module studies begin in early October. Students may start their studies at any time once they gain access to Moodle and therefore the study materials, and work through the material until assessment submission deadlines.
Last Revised (e.g. year changes approved)	June 2023

Programme(s)	Status
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Health in Humanitarian Crises (Distance Learning - University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> provide students with an in-depth understanding of different kinds of information critical to analysing needs, planning and monitoring humanitarian public health responses, and a systematic overview of methods ethical and appropriate to collect this information.



Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Identify different domains of public health information relevant to different typologies of crises, and how they tie together into a framework for humanitarian public health decision making.
2. Select the most appropriate sources of data and methods to collect data (existing and new) relevant to each domain of public health information.
3. Combine service data with population denominators to compose key indicators of service availability, coverage and quality.
4. Synthesise existing information to compose and communicate a compelling public health situation analysis of the crisis to feed into needs assessment and project design.
5. Recognise key information needs for detecting emergent public health threats in an evolving humanitarian response, and identify corresponding data sources and methods.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Domains of public health information in different kinds of humanitarian crises: how they all fit together in a causal framework leading to excess morbidity and mortality.
- Uses of different types of information for different levels (local, regional, global) of needs assessment, response planning and/or monitoring of health status, emergent threats and the ongoing response.
- Overview of (secondary) sources of data and existing methods for primary data collection for each domain of public health information; how to choose the appropriate source and method and prioritise ethical data collection, and the role of technology in data collection, surveillance, and participatory approaches for improved response design.
- Selection of appropriate indicators to summarise quantitative information, including humanitarian service performance; the role of qualitative information and social science.
- The beneficiary perspective: qualitative and quantitative indicators, data collection approaches, and how to integrate these with other health information measures.
- Population denominators: triangulating population figures, estimating specific vulnerable populations and health catchment areas.
- Using secondary programmatic data to calculate key indicators of service availability, coverage and quality.



Session Content

- Secondary data review and structured, comprehensive public health situation analysis at the level of a humanitarian response / crisis coordination.
- Acting on information: how to identify needs at the outset of an emergency, analyse service performance and enact improvements, and detect and react to emergent threats during an ongoing response.
- Presenting information and ethical data management and sharing: how to summarise critical indicators and other sources of data for better advocacy and operations.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	47
Self-directed learning	50	33
Assessment, review and revision	30	20
Total	150	100

Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives that are identified at the start of the module to which the online reading, learning activities and study materials are geared. Additional learning materials include: a brief guide to the module, recommended reading from the peer-reviewed literature, live online Moodle sessions hosted by module Tutors, and suggested relevant websites. Students are strongly encouraged to participate in the module-specific discussions and real-time tutorials available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback form is provided on the submitted assessments. Formative assessments will be conducted at intervals throughout the module including group work that will be relevant for the summative assessments. Students will be expected to work with a small group of fellow students over short periods of time using an assigned discussion group on the web-based discussion forum. In case of extenuating circumstances, the Module Organisers will ensure that students unable to join the formative group work are not penalised.



Assessment

Assessment Strategy

The module is assessed via two assignments:

1. An **individual critique of a crisis scenario (60%, max. 2500 words; structured)**, in which students will be presented with available information on the humanitarian public health situation at a given point in time, and asked to appraise the appropriateness and robustness of methods used and data sources, information gaps, and the extent to which decision-making by humanitarian actors reflected the available evidence (students will receive the scenario at the outset of the module and will be asked to turn in the assignment at the end of the module).
2. An open-book **real-time simulation (40%; max. 1500 words + info-graphics; structured)**, in which students will be asked to develop and submit a public health situation analysis / situation report on the basis of a range of disparate and partly relevant pieces of information sent over a period of 48h by module organisers. This exercise will occur on a set date and students will be expected to make themselves available with appropriate internet access for those dates (low bandwidth options will be available). If for some reason there are extenuating circumstances, then the Module Organisers will consider the approved alternative assessment.

Each of the two assessment components assesses all module ILOs. If students fail the module overall, or are unable to access the real-time simulation, they are allowed one further attempt at passing the module: this involves a re-sit of each, open-book, short-answer assignment.

Assignments for this module can be submitted only once annually, no later than 48 hours after simulation start for the situation analysis, and 1 week after the last session of the module for the individual assignment. They must be submitted via the online Assignment Management System.



Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	2,500 words	60%	1,2,3,4,5,6
Assessed Situation Analysis	1,500 words	40%	1,2,3,4,5,6

Formative assignments for this module can be submitted only once annually, no later than **31 March** and must be submitted via the online Assignment Management System.

Time-limited assessments for DL modules are held once a year, mostly in June (including resits).

Assessments are held in accordance with University of London's annual guidance but in 2023/24 they are likely to be held online.

Please note that a separate assessment fee may be payable in addition to the module fee. Further details will be communicated as soon as the final decisions are known.

Resitting assessment

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

For individual students who fail the module overall or who are unable to attend the situational analysis there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Assessed Situation Analysis	Single re-sit, open-book, short-answer assignment.	Each short answer can be maximum 250 words in length.



Resources

Indicative reading list (if applicable)

Guidance note: Please list up to 12 core texts and sources for the module.

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. A reading list with core and suggested readings related to each session will be provided to students.

Other resources

The following materials are provided to students after registration for this module once a year in October:

- Module syllabus with learning objectives, module timetable, assessment instructions etc.
- Digital reader containing key readings (mandatory and optional), both journal papers and key standards (e.g. health cluster PHIS standards, IASC manuals, etc.)
- Recorded video lectures, lecture slides and lecture notes
- Additional video content ('voices from the field', including health information specialists and other humanitarian staff relating specific illustrative anecdotes or discussing more general issues with health information)
- Templates of key information products (e.g. rapid assessments, public health situation analyses, bulletins, etc.)
- Examples of good and poor data collection instruments and information products.

All of the above materials are downloadable, enabling offline work in areas with poor connectivity.

In addition to the materials above, students are given access to the LSHTM Virtual Learning Environment, Moodle (for web-based discussions forums etc.) and the LSHTM online library resources.



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Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the module learning materials and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings (where appropriate). All materials posted up on Moodle areas, including any 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. For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at

<https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>