



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	3457
<b>Module Title</b>	Designing Public Health Programmes
<b>Module Organiser(s)</b>	Lauren D'Mello-Guyett and Joanna Schellenberg
<b>Faculty</b>	Infectious & Tropical Diseases
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317:100265 (1:1)
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	<p>For 2024-25, this module will be delivered predominantly in face-to-face teaching modes.</p> <p>Teaching methods will include lectures, guided workshops, and panel discussions. In most instances, these will be delivered face-to-face but in some instances will be in a hybrid format (where staff or external lecturers are based overseas). There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).</p>
<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>	75 (numbers may be capped due to limitations in facilities or staffing)



<p><b>Target Audience</b></p>	<p>This module is best for those with experience of, or interest in, public health programmes in low- or middle-income countries. Past participants have come from a wide variety of MScs including Public Health for Development, Public Health, Control of Infectious Diseases, Tropical Medicine &amp; International Health, Epidemiology, Demography &amp; Health, and Medical Parasitology &amp; Entomology.</p>
<p><b>Module Description</b></p>	<p>This course is for those who would like to learn about or to improve how they work, public health programmes in low- or middle-income countries. There will be approximately 10-12 scenarios, each on a different public health challenge and in a specific setting which students can pick from. Lectures, guided workshops and panel discussions will cover aspects of programme planning and considerations for effective and appropriate programmes.</p>
	<p>The emphasis is on the development of practical skills that you will need to design a public health programme in the real world. As in the real world, students will work in groups to evaluate the available evidence-based options and design a programme for a specific public health problem in a specific setting. Each group is provided some background information on the problem and the situation, including support from an LSHTM facilitator and in-country expert who has worked in the context. But more, of course, can be found from academic and other sources. Information and guidance on how to work well as a group will also be provided. The LSHTM facilitator will also be available to answer your questions and provide feedback during the module. Towards the end of the module, the facilitators and Module Organisers will review your draft public health programme proposal and provide constructive comments. Finally, each group will make a brief presentation on their proposal (this is not assessed) and submit the joint final proposal document for the final assessment.</p>



<b>Duration</b>	5 weeks at 2.5 days per week	
<b>Timetabling slot</b>	Slot C1	
<b>Last Revised (e.g. year changes approved)</b>	June 2024	
<b>Programme(s)</b>	<b>Status</b>	
This module is linked to the following programme(s)		
MSc Control of Infectious Diseases	Recommended	
MSc Public Health	Recommended	
MSc Public Health for Development	Recommended	
MSc Medical Parasitology and Entomology	Recommended	

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to work in groups to design a public health programme for a public health challenge in a specific low- or middle-income country. Participants will use principles and approaches from lectures, guides workshops and panel discussions, and draw on their own experience to carry out a task which reflects real-life programme design constraints.

<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>1. Demonstrate appropriate knowledge related to solving a practical public health problem in a given setting;</li> <li>2. Summarise and evaluate appropriate epidemiological information for setting priorities and selecting appropriate interventions;</li> <li>3. Carry out a critical appraisal of different intervention options and select appropriate interventions;</li> <li>4. Formulate appropriate programmatic goals, outcomes, outputs, activities and inputs, including development of Theories of Change and Logical Frameworks;</li> <li>5. Describe how to organize a public health programme with respect to human resources, logistics, capacity building, gender, equity and social inclusion, sustainability and climate change, strengthening local structures and embedding the programme in national systems;</li> <li>6. Describe how to build an effective monitoring and evaluation system</li> </ol>



into a public health programme;

7. Demonstrate skills related to the costing and budgeting of programme activities;
8. Develop critical reflections on the ways of working in low- or middle-income countries and the role of development assistance and aid funding.

## Indicative Syllabus

Session Content
<p>The lectures are expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>• A Global Overview of Public Health Programmes;</li> <li>• Public Health Problem Diagnosis and Using Evidence in the Real World;</li> <li>• Behaviour Change;</li> <li>• Monitoring and Evaluation;</li> <li>• Gender, Equity and Social Inclusion;</li> <li>• Climate Change and Planetary Health;</li> <li>• Capacity Building &amp; Sustainability.</li> </ul> <p>Workshops are expected to be for skill building including Group Work, Problem Diagnosis, Designing Theories of Change and Costing &amp; Budgeting.</p> <p>There will also be two-panel discussions on: Experiences from Organisations Working in low- and middle-income countries &amp; The Role of Aid Funding and Public Health Programmes</p>

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	36	24
Directed self-study	45	30
Self-directed learning	35	23
Assessment, review and revision	34	23
<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, supervised laboratory workshops, practical classes, and project supervision 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**

Participants learn through problem-solving in groups, drawing on the resources, sharing their own experiences and learning from experts with lots of real-world experience. To the extent possible, the public health challenge and setting preferences of students are considered when assigning the groups.

Lectures, guided workshops and panel discussions are kept to the first three weeks of the course. Lectures cover practical aspects of programme planning but the emphasis is on the development of practical skills through guided workshops and group work. There will also be two panel discussions, to give students real-world examples of public health programme design. Un-examined presentations to a panel will be scheduled for the last weeks of the course for students to showcase their work.

Facilitators are provided for expert consultation for the guided workshops and to also support students each week during the module. Facilitators will also arrange in-country experts to talk to the students to provide contextual information. Feedback will be provided on the draft programme proposals halfway through the module by facilitators and Module Organisers.



## Assessment

### Assessment Strategy

The assessment for this module has been designed to measure student learning against the module's 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.

Participants are assessed on:

- (i) Their group's final proposal document (80%)
- (ii) An individual MCQ exam (20%)

The written group proposal will be a maximum length of 25 pages with 15 pages for annexes.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group Work	Maximum length of 25 pages	80	1-8
Individual exam	1-hour MCQ exam	20	1-8

### Re-sitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

For individual students re-sitting a group assessment, 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)
Group work	The task is to critique the design of a public health project proposal	Maximum length is 2500 words



## Resources

### Indicative reading list

There is a set of specialised course notes, developed for this course, which students will work their way through in conjunction with the lectures (one chapter at a time). This resource will be on Moodle along with other resources, videos, example documents and recordings of lectures.

## 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 the 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](#).