



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	3457
<b>Module Title</b>	Designing Public Health Programmes
<b>Module Organiser(s)</b>	Lauren D'Mello-Guyett, Joanna Schellenberg and Iram Hashmi
<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>This module will be delivered by predominantly face-to-face teaching modes.</p> <p>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).</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>	50 (numbers may be capped due to limitations in facilities or staffing)



<b>Target Audience</b>	This module is best for those who will work 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, Control of Infectious Diseases, Tropical Medicine & International Health, Epidemiology, and Demography & Health.	
<b>Module Description</b>	This course is for those who would like to learn about working in public health programmes in low- and middle-income countries. Lectures cover some aspects of programme planning	
	but the emphasis is on the development of practical skills that you will need to do such work 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, 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. A facilitator will also be available to answer your questions and provide feedback. Towards the end of the module, the facilitator will review your draft proposal and provide constructive comments. Finally, each group will make a brief presentation on their proposal (not assessed) and submit a joint final proposal document for assessment.	
<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>	July 2023	
<b>Programme(s)</b>	<b>Status</b>	
This module is linked to the following programme(s)		
MSc Control of Infectious Diseases	Recommended Option	
MSc Public Health (Environment & Health)	Recommended Option	
MSc Public Health for Development	Recommended Option	



## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- work in groups to design a public health programme for a specific low- or middle- income country. Participants will use principles and approaches from lectures in the study module, and draw on their own experience to carry out a task which reflects real-life program design constraints.

### Module Intended Learning Outcomes

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

1. Follow a systematic process to define and solve a practical public health problem in a given setting;
2. Summarize and evaluate appropriate epidemiological information for the purpose of setting priorities and selecting appropriate interventions;

### Module Intended Learning Outcomes

3. Carry out a critical appraisal of different intervention options and select appropriate interventions;
4. Formulate appropriate programmatic aims and objectives;
5. Describe how to organize a public health programme with respect to human resources, logistics, capacity building, sustainability, and strengthening local structures and imbedding the programme in national systems;
6. Describe how to build an effective monitoring and evaluation system 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 LMICs and the role of development assistance and aid funding.

## Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>• A Global Overview of Public Health Programs;</li> <li>• Public Health Problem Diagnosis;</li> <li>• Using Evidence in the Real World;</li> <li>• Behaviour Change and Advocacy;</li> <li>• Monitoring and Evaluation;</li> <li>• Costing and Budgeting;</li> <li>• Capacity Building &amp; Sustainability;</li> <li>• Two Technical Forums: Experiences from Organisations Working in LMICs &amp; The Role of Aid Funding and Public Health Programmes</li> <li>• Group work and collaboration exercises.</li> </ul>

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	2	17
Directed self-study	53	33
Self-directed learning	30	20
Assessment, review and revision	45	30
<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, 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 disease and setting preferences of participants are considered in choosing the groups.

Lectures are kept to a minimum (10 hours). Lectures cover some practical aspects of programme planning but the emphasis is on the development of practical skills through seminars (6 hours) and group work (128 hours with support from facilitators). There will also be two forums also held this year to give students real world examples of public health programme design (3 hours). Un-examined presentations to a panel will be scheduled for the last weeks of the course in order for students to showcase their work (3 hours).

Facilitators are provided for expert consultation when requested by the groups but they are usually not expected to spend more than one to two hours per group per week. Therefore, most of the organisation, management, and approach of each group are determined by its participants.

### 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 will be

online. Participants are assessed on:

- (i) Their group's final document (60%)
- (ii) Assessment by peers (20%)
- (iii) An individual MCQ exam (20%)

The written group report will have a maximum length of 20 pages with 10 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 20 pages	60	1-8
Peer Assessment	n/a	20	1-8
Individual exam	1 hour MCQ exam	20	1-8

### Resitting assessment

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

For individual students resitting 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 and Peer assessment	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 Module 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 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](#).