MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-2025
Module Code	HHM201
Module Title	Management and Evaluation of Humanitarian Health Projects
Module Organiser(s)	Eimhin Ansbro and Bayard Roberts
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	100823, 100812, 100617, 101307
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	Students enrolled in the MSc Health in Humanitarian Crises should have taken the Conflict and Health and Public Health Information in Humanitarian Crises modules and have at least initiated the Design and Planning of Humanitarian Health Projects module.
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 Diploma and/or MSc Health in Humanitarian Crises.
Module Description	This module will provide students with an overview of project management and evaluation in humanitarian crises including implementation, monitoring and evaluation of humanitarian public health responses. The module will also provide an in-depth description of tools and methods to manage health projects in humanitarian crises settings.
Duration	Distance learning module studies begin on 1st October 2024. Students may start their studies at any time from receipt of study materials (dispatched annually in the early autumn) and work through the material until the start of the June time-limited assessment (although assessment submission deadlines which are earlier than this must be observed).
Last Revised (e.g. year changes approved)	April 2024

Programme(s) This module is linked to the following programme(s):	Status
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: • provide students with an overview of project management and evaluation in humanitarian crises including implementation, monitoring and evaluation of humanitarian public health responses, and an in-depth description of tools and methods to manage health projects in humanitarian crises.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Critically assess various stages of the project cycle management approach for humanitarian health interventions. 2. Systematically and strategically apply appropriate tools to manage different stages of project cycle in humanitarian health projects in a systematic and strategic manner. 3. Develop, analyse and synthesise information for monitoring and evaluating humanitarian health programmes using both qualitative and quantitative methodologies, building on approaches learned in the module HHM101 Public Health Information in Humanitarian Crises. 4. Critically assess and apply various approaches and methods to evaluate humanitarian health projects .

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Managing people and organisations expanding from what has been introduced in the Conflict and Health module. • Implementing humanitarian health interventions: understanding differences between projects, programmes and policies and management of teams: expanding on learning from the Design and Planning of Humanitarian Health Projects module. • Project implementation, quality assurance and monitoring plans. • Multi-stakeholder analysis with project beneficiaries, local authorities, other humanitarian actors and local health systems. • Application of tools for Project Cycle Management: Log frame, Gantt charts and theory of change. • Evaluation methods to use evidence from programmes to influence policies: impact evaluation, process evaluation, economic evaluation and applying social science methods as well as statistical and epidemiological methods (learned in previous modules).

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 from 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 assessment of the module will be in two parts:

1. An **individual critique of a crisis response (60%; max. 2500 words; structured)**, in which students will be presented with available information on a humanitarian health project and asked to appraise options and make decisions for resolving up to three specific operational implementation challenges (students will receive the scenario at the outset of the module and will be asked to turn in the assignment at a selected date).

2. A **time-limited assessment (40%)** comprising:
- Short written answers to real-life scenarios (10%)
- Proposal for a public health intervention based on an unseen scenario including a management plan and design for an evaluation plan to measure the effect of the humanitarian intervention (30%).

Each of the two assessment components assesses all module ILOs. If students fail the module overall, or are unable to attend the time-limited assessment due to extenuating circumstances, they are allowed one further attempt at passing the module: this involves a re-sit of the time-limited assessment and of the open-book, short-answer assignment (if they fail both). If they fail the time-limited assessment they will have to sit the assessment again; if they fail an Assessed Assignment they will have to submit another (either change of topic or new AA).

Assignments for this module can be submitted only once annually. They must be submitted on the selected date via the online Assignment Management System.

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

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
Time-limited assessment	TBC	40%	1,2,3,4

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).

Time-limited assessments are held in accordance with University of London's annual guidance.

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](#)

The Resit assessment will be the same assessment type as the first attempt (see previous table). |

Resources

Indicative reading list *(if applicable)*

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. SPHERE standards, Core standards, accountability, IASC standards 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).

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.

Resources are mainly selected from relief agencies to ensure that the tools used during the course are aligned with field practice. Many lecturers are from affected countries and professionals with extensive field experience.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises, the option to listen to recordings of selected lectures taking place in London. In this module, materials provided include a textbook that is made available to students in e-format. All materials posted up on Moodle areas, including 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. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

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: Inclusive practice and Access arrangements | University of London