



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	3407
<b>Module Title</b>	Implementing Eye Care: Skills and Resources
<b>Module Organiser(s)</b>	Andrew Bastawrous; Shalinder Sabherwal; John Buchan
<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>	100261
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	For 2024-25 this module will be delivered by predominantly face-to-face teaching modes, however there will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<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>	20 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	This module is compulsory for all MSc Public Health for Eye Care students. It is suitable for aspiring or established eye health care professionals of various cadres: Ophthalmologists, Optometrists, Researchers, Eye Care Programme Managers and other health workers involved in, or aspiring to be involved in planning or delivery of eye care services
<b>Module Description</b>	This module equips students with skills and knowledge needed to plan and implement eye care services. It prepares the student to examine and address the needs with a health system which includes: the development of leadership skills, assessment of eye care human resources, technological



	infrastructure, finances and consider the appropriate health promotion, advocacy activities and utilisation of survey data for programme planning.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot D1
<b>Last Revised (e.g. year changes approved)</b>	July 2024

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health for Eye Care	Compulsory

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>acquire knowledge and skills to implement and evaluate a district level eye care programme including the development and management of human, financial and technical resources, with emphasis on the student's work situation.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Understand the concepts and strategies for district level eye health planning.</li> <li>Understand the essentials of the planning process, including situational analysis, objectives setting, and developing an action plan that includes equity principles, stakeholder engagement, along with disability and patient-voice inclusion in that process.</li> <li>Design an appropriate training course for health care workers.</li> <li>Describe the principles of leadership and human resource management in health care.</li> <li>Understand the principles of health promotion and its application in eye care and health care programmes.</li> <li>Describe the principles of finance management and design appropriate budgets.</li> <li>Critically evaluate the technology and infrastructure options appropriate to various contexts which impact eye care.</li> <li>Describe how to monitor and evaluate a district level eye care programme.</li> <li>Develop a proposal plan for a district level eye care project.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Planning for a district eye care service;
- Monitoring and evaluation eye care delivery;
- Need for human resources in eye care;
- Curriculum development for eye care workers;
- Leadership in eye care;
- Managing people in eye care;
- Health Promotion & Comm. Participation in eye care delivery;
- Technology for Eye Care;
- Using technology to deliver eye care;
- Managing Financial Resources.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	49.5	33
Directed self-study	20	13.3
Self-directed learning	30.5	20.3
Assessment, review and revision	50	33.3
<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 such as lectures, seminars, demonstrations, tutorials, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.



### Teaching and Learning Strategy

The module provides guidance on how to plan a district level eye care programme. The module has lectures with discussion and integrated practical group work based on face-to-face teaching supported by a module manual together with access to PowerPoint presentations.

### 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.

The summative assessment will be a written proposal plan for an eye care initiative relevant to their work

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500-3500 words	100	1-9

#### Resitting assessment

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

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



## Resources

### Indicative reading list

- 1. Module handbook**
- 2. Universal eye health: a global action plan 2014-2019**  
WHO Library Cataloguing-in-Publication Data  
ISBN 978 92 4 150656 4
- 3. What is VISION 2020 – the right to sight?**  
Chapter from Epidemiology of Eye Diseases.  
Edition 3 by GJ Johnson
- 4. Ottawa Charter for Health Promotion**
- 5. Lancet commission for eye care (expected publication by end of year)**
- 6. World report on vision 2019**
- 7. Global strategy on human resources for health: workforce 2030. World Health Organization.** ISBN 978 92 4 151113 1

## 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](#).