



## MODULE SPECIFICATION

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| <b>Academic Year</b>                                               | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Module Code</b>                                                 | HHM101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Module Title</b>                                                | Public Health Information in Humanitarian Crises                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Module Organiser(s)</b>                                         | Ruwan Ratnayake and Caroline Favas<br>Deputy MO: Bhargavi Rao                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Contact email</b>                                               | For students studying University of London Awards (initial registration 2025/2026 and prior years): Enquiries may be made via their Student Advice Centre at: <a href="#">Student Advice Centre</a> .<br><br>For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a> .                                                                                                                                             |
| <b>Faculty</b>                                                     | <a href="#">Public Health and Policy</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>FHEQ Level</b>                                                  | Level 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Credit Value</b>                                                | <b>CATS:</b> 15<br><b>ECTS:</b> 7.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Mode of Delivery</b>                                            | Distance Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Mode of Study</b>                                               | Directed self-study, through online materials via the Virtual Learning Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Language of Study</b>                                           | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Pre-Requisites</b>                                              | 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.<br><br>It is also preferable for students to have learned 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). |
| <b>Accreditation by Professional Statutory and Regulatory Body</b> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Module Cap (Maximum number of students)</b>                     | There is no cap on the number of students who can register for this distance learning module.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Target Audience</b>                                             | This module is aimed for those with an interest to work, or who are currently working, in technical programmatic or                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                  | <p>advisory roles in public health and nutrition in humanitarian contexts.</p> <p>This module is compulsory for students enrolled in the PG Certificate, Diploma and/or MSc Health in Humanitarian Crises programmes.</p>                                                                                                                                                                                                                                                                                                         |
| <b>Module Description</b>                        | <p>This module will equip students with an in-depth understanding of the different types of information critical to analyse drivers of excess morbidity/mortality and to identify needs in humanitarian crises, as well as to plan and monitor humanitarian public health responses. It will also introduce approaches for assessing the quality and robustness of secondary data/information and will provide a systematic overview of methods appropriate for collecting primary data/information in humanitarian settings.</p> |
| <b>Duration</b>                                  | <p>Distance learning module studies begin on 1<sup>st</sup> October 2026. 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.</p>                                                                                                                                                                                                                                                                |
| <b>Last Revised (e.g. year changes approved)</b> | <p>April 2026</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**For students studying UoL awards (initial registration in 2025/2026 and prior years)**

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

**For students studying LSHTM awards (registration in 2026/2027 and onwards)**

| <b>Programme(s)</b>                                      | <b>Status</b> |
|----------------------------------------------------------|---------------|
| This module is linked to the following programme(s)      |               |
| PGCert Health in Humanitarian Crises (Distance Learning) | Compulsory    |
| PGDip Health in Humanitarian Crises (Distance Learning)  | Compulsory    |
| MSc Health in Humanitarian Crises (Distance Learning)    | Compulsory    |

## Module Aim and Intended Learning Outcomes

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| <b>Overall aim of the module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>The overall module aim is to:</p> <ul style="list-style-type: none"><li>• provide students with an in-depth understanding of the different types of information critical to analysing needs, planning and monitoring humanitarian public health responses; approaches to assess the quality and robustness of secondary data and information; and a systematic overview of methods ethical and appropriate to collect primary data/information.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Module Intended Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Upon successful completion of the module a student should be able to:</p> <ol style="list-style-type: none"><li>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.</li><li>2. Select the most appropriate sources of data and methods to collect data (existing and new) relevant to each domain of public health information.</li><li>3. Monitor public health service performance by combining service data with population denominators to compose key indicators of service availability, coverage and quality.</li><li>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.</li><li>5. Detect emergent public health threats during an evolving humanitarian response by recognising key information needs and identifying corresponding data sources and methods.</li></ol> |

## Indicative Syllabus

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| <b>Session Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"><li>• Functions of public health information in humanitarian responses, including its use for different levels (local, regional, global) of needs assessment / response or project design and monitoring of health status, emergent threats and the ongoing response.</li><li>• 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.</li><li>• Principles of secondary data review and overview of (secondary) sources of data; quality appraisal of sources to assess possible bias.</li><li>• Rapid ground assessment to fill critical information gaps remaining after secondary data review; capturing the voice of affected people during rapid assessment.</li><li>• Population denominators: triangulating population figures, rapidly estimating specific vulnerable populations and health catchment areas.</li><li>• Selection and composition of appropriate indicators to summarise quantitative information, including humanitarian service performance.</li></ul> |

| <b>Session Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Using programmatic data to calculate key indicators of service availability, coverage and quality.</li> <li>• Bringing information together into a structured, comprehensive public health situation analysis at the level of a humanitarian response / crisis coordination.</li> <li>• Key information questions during response monitoring, including epidemic onset, shifting disease burden, patterns of violence, acute malnutrition burden and mortality.</li> <li>• Key methods for response monitoring, including epidemic surveillance, community mortality / nutritional surveillance and sample surveys.</li> </ul> |

## Teaching and Learning

### Notional Learning Hours

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

| <b>Teaching and Learning Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>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.</p> <p>In addition, learning will be consolidated through a sequence of practicals on an evolving crisis which will serve as academic preparation for the assessment. Students will be given a crisis scenario at the start of the course and presented with relevant information through tutorials at pre-arranged intervals over the academic year with feedback and support within the sessions.</p> <p>Additional learning materials include: a brief guide to the module, recommended reading from the peer-reviewed literature, live online Moodle sessions hosted by module teaching staff, recorded lectures, lecture notes, quizzes and self-directed practicals (with solutions) 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.</p> |

## Assessment

### Assessment Strategy

The module is assessed via one Assessed Assignment worth 100% of the overall module grade.

The Assessed Assignment is an individual, open-book **situation analysis (100%; max. 3000 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, alongside reflection questions. This assessment will be released to students on 1<sup>st</sup> April, with a submission deadline of 31<sup>st</sup> May.

This assessment assesses all module ILOs. If students fail the module overall, or are unable to complete the Assessment Assignment at the scheduled time due to extenuating circumstances, they are allowed to take the assessments the following year.

Assessed Assignments for this module can be submitted only once annually 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 (situation analysis) | Maximum word length of 3000 words plus tables / infographics           | 100%          | 1,2,3,4,5                                |

#### For students studying UoL awards (initial registration in 2025/2026 and prior years)

Assessments are held in accordance with University of London's annual guidance.

#### For students studying LSHTM awards (registration in 2026/2027 and onwards)

Assessments are held in accordance with [Chapter 8b](#) of the LSHTM Academic Manual.

### Resitting assessment

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

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

## Resources

### **Indicative reading list**

Checchi F, Warsame A, Treacy-Wong V et al. (2017). Public health information in crisis-affected populations: a review of methods and their use for advocacy and action. *Lancet* 390:2297-2313.

Maxwell D, Hailey P (2020). The Politics of Information and Analysis in Famines and Extreme Emergencies: Synthesis of Findings from Six Case Studies. Feinstein International Center, Tufts University. <https://fic.tufts.edu/publication-item/politics-of-information-and-analysis-in-famines-and-extreme-emergencies-synthesis/>

Global Health Cluster (2017). Standards for Public Health Information Services. <https://healthcluster.who.int/publications/m/item/standards-for-public-health-information-services>.

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.)
- Practicals with solutions.
- 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.

## 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 studying University of London Awards (initial registration 2025/2026 and prior years):**

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](#)

### **For Students Studying LSHTM awards (registration 2026/2027 and onwards):**

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).