MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	1127
Module Title	Evaluation of Public Health Interventions
Module Organiser(s)	James Hargreaves, Farhana Haque, Julia Pescarini
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
Term of Delivery	Term 2
Mode of Delivery	For 2026-27 this module will be delivered by predominantly face-to-face teaching modes. 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 some self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	The module will require some familiarity with basic epidemiological and statistical concepts. Therefore, we recommend that the module prerequisites include a Term 1 statistics module (e.g. Basic Statistics for PHP), and a Term 1 epidemiology module (e.g. Basic Epidemiology).
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	80
Target Audience	The module is designed for students on any LSHTM MSc programme who are interested in designing and undertaking rigorous evaluations of public health interventions, programmes, policies and system changes in any country context.

	The module is especially recommended for students studying: Health Policy, Planning & Financing; Public Health ; Public Health for Global Practice and Reproductive & Sexual Health Research. It is also marked as an optional module for students on the Tropical Medicine & International Health programme.
Module Description	The module focuses on evaluating public health interventions. These interventions are often “complex”, with many interacting components. We teach approaches to conceptualising, describing and developing logic models for this type of interventions. The course teaches methods for outcome evaluation, including both randomised and non-randomised designs. We teach about process evaluation, used to describe implementation, mechanisms of change and relevant contextual factors. Finally, you will meet experienced evaluators throughout the course who will describe some of the practical, ethical and technical challenges in undertaking such evaluations.
Duration	5 weeks at 2.5 days per week
Timetabling slot	D1
Last Revised (e.g. year changes approved)	August 2026

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Public Health	Recommended
MSc Public Health for Global Practice	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Demography & Health	Recommended
MSc Reproductive & Sexual Health Research	Recommended
MSc Demography and Health	Recommended
MSc Tropical Medicine & International Health	Recommended

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Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • help students understand what evaluation is, when it can be used, and to provide students with the knowledge and skills to design an evaluation of a public health intervention, programme or policy tailored to the research question and context. • The module illustrates how theories of change can be used within an evaluation and illustrates various approaches to estimating the causal effects of programmes and policies. • The module highlights the importance of integrated/mixed process evaluation methods in order to open the 'black box' by measuring implementation, process and pathways to outcomes and relevant contextual factors. • The module emphasis is on evaluation design, however, an overview of analytical methods will also be provided.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Define outcome and process evaluation and differentiate these from related activities such as M&E (monitoring and evaluation) and clinical trials; 2. Describe how and why outcome and process evaluation are relevant to situations where public health interventions are complex in form, and are evaluated in real life settings where context is likely to be relevant to the success of the intervention; 3. Understand the key aims of process evaluation - to study questions related to the feasibility and fidelity of intervention implementation; to assess mechanisms of change including understanding how participants respond to interventions and concepts such as acceptability and accessibility; and to document key aspects of context relevant to understanding intervention success and failure and thus inform understanding of the potential for transfer or scale-up; 4. Assess the strengths and weaknesses of methodological approaches that can be used to collect data in process evaluations; 5. Propose the design for a process evaluation of a complex public health intervention; 6. Describe the core purposes of outcome evaluation; 7. Understand the idea of counterfactual thinking and describe how this relates to the questions answered by, and the strengths of, a randomised controlled trial design; 8. Describe the principles, data requirements, approaches to counterfactual estimation and strengths and limitations of a range of non-randomised outcome evaluation study designs: including, interrupted time-series, difference-in-difference, and designs based on matching; 9. Interpret results from studies using the designs detailed in the two points above; 10. Understand how outcome and process evaluations are usually designed in collaboration between evaluators and implementers.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • An introduction to what impact evaluation is and when it can be used and the types of interventions that will be considered in this module • Developing and using a theory of change • The RCT and its application to real life policies and programmes • Quasi-experimental designs and analysis of impact evaluation data • Evaluating implementation, processes and pathways and context • Data sources for evaluation • Critical appraisal of impact evaluation studies

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	20%
Directed self-study	50	33%
Self-directed learning	30	20%
Assessment, review and revision	40	27%
Total	**150**	**100%**

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
The module will consist of a series of lectures and seminars/practicals that will either involve the presentation and discussion of an issue or a practical exercise or a computer-based workshop. The seminars will also be used to work through particular aspects of the assignment.

Assessment

Assessment Strategy
For the summative assessment, the assignment is in two parts: 1. a process evaluation proposal report (1500 words), worth 70% of the grade and individually completed. Students will produce a theory of change and process evaluation proposal for one of a choice of evaluation scenarios. The assignment will be conducted individually 2. an impact evaluation proposal presentation prepared as a group, for 30%. Students will prepare a group presentation and report on an impact evaluation for a given scenario. Students will have the chance to ask questions at a dedicated session with the module organisers.

Summative Assessment

Assessment Type	**Assessment Length** (i.e. Word Count, Length of presentation in minutes)	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Coursework	1500 words	70	1-5, 10
Group Presentation	10 slides	30	6-10

Resitting assessment
Resits will accord with Chapter 8a of the LSHTM Academic Manual Students are asked to discuss possible impact evaluation designs for a given scenario.

Resources

Indicative reading list
We provide structured notes relating to many sessions on the course and teach closely to the MRC guidance on process evaluation of complex interventions. A range of other papers are provided as an online reading list.

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.