MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	3457
Module Title	Designing Public Health Programmes
Module Organiser(s)	Lauren D'Mello-Guyett, Della Berhanu, Jaya Chandna, Joanna Schellenberg, Proma Paul
Faculty	Infectious & Tropical Diseases
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 in face-to-face teaching modes. Teaching methods will include lectures, guided workshops, group work and panel discussions. In most instances, these will be delivered face-to-face, but for the panel discussions, this will be in a hybrid format (where staff or external lecturers are based overseas).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	65 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is best for those with experience of, or interest in, public health programmes in low-, middle- or high-income countries. Past participants have come from a wide variety of MSc programmes, including Public Health for Global

	Practice, Public Health, Control of Infectious Diseases, Tropical Medicine & International Health, Epidemiology, Demography & Health, Health Policy, Planning and Financing, and Medical Parasitology & Entomology.
Module Description	This course is for those who would like to learn about public health programmes in low-, middle- or high-income countries, and to improve how they work. There will be approximately 8-10 scenarios, each simulation is based on a different public health challenge and in a specific setting, which students can pick from. Scenarios are decided based on staff expertise and availability, and students can provide a preferred choice of scenario before the module begins. Lectures, guided workshops and panel discussions will cover aspects of programme planning and considerations for effective and appropriate programmes.
	The emphasis is on the development of practical skills that you will need to design a public health programme 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 with background information on the problem and the situation, including support from an LSHTM staff member/facilitator and an in-country expert who has worked in the context. 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. The LSHTM facilitator will also be available to answer your questions and provide feedback during the module. Towards the end of the module, the facilitators and Module Organisers will review your draft public health programme proposal and provide constructive comments. Finally, each group will make a brief presentation on their proposal (this is not assessed) and submit the joint final proposal document for the final assessment.
Duration	5 weeks at 2.5 days per week

Timetabling slot	Slot C1
Last Revised (e.g. year changes approved)	September 2026

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Control of Infectious Diseases	Recommended
MSc Public Health	Recommended
MSc Public Health for Global Practice	Recommended
MSc Medical Parasitology and Entomology	Recommended

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 public health challenge in low-, middle- or high-income country. Participants will use principles, theory and approaches from lectures, guided workshops and panel discussions and draw on their own learning and experience to carry out a task which reflects real-life programme design constraints.

Module Intended Learning Outcomes
Upon successful completion of the module, a student will be able to: 1. Demonstrate appropriate knowledge related to solving a practical public health problem in a given setting. 2. Summarise and evaluate appropriate epidemiological information for setting priorities and selecting appropriate interventions. 3. Carry out a critical appraisal of different intervention options and select appropriate interventions. 4. Formulate appropriate programmatic goals, outcomes, outputs, activities and inputs, including development of Theories of Change and Logical Frameworks. 5. Describe how to organise a public health programme with respect to human resources, logistics, capacity building, gender, equity and social inclusion, sustainability and climate change, strengthening local structures and embedding 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 groups, and how public health programmes in low- or middle-income countries are affected by the role of development assistance and aid funding.

Indicative Syllabus

Session Content
The lectures will cover the following topics: • An overview of the public health programme design process; • Implementation of public health programmes • Behaviour change in public health programmes; • Norms, standards and the global health architecture behind public health programmes; • Public health problem diagnosis and using evidence in the real world; • Theories of Change (ToC); • Logical Frameworks (LogFrames); • Gender, equity and social inclusion (GESI) considerations for programme design; • Climate change and planetary health considerations for programme design; • Capacity building & sustainability. • Monitoring, Evaluation, Accountability and Learning (MEAL). The workshops will build skills the following: • Practicalities and processes of group work; • Problem diagnosis and problem trees; • Stakeholder analysis and options appraisal; • Theories of Change (ToC); • Logical Frameworks (LogFrames) • Costing & budgeting. There will also be two-panel discussions where global experts* are asked to join us to speak on: • Experiences from Organisations Working in LMICs and HICs • The Role of Aid Funding and Public Health Programmes. *Invited speakers will come from a variety of external organisations and will share their perspectives, challenges and critiques of the global health sector.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	37.5	25
Directed self-study	45	30
Self-directed learning	35	23
Assessment, review and revision	32.5	22
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, and 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 public health challenge and the country preferences of students are considered when assigning the groups. Lectures, guided workshops and panel discussions are kept to the first three weeks of the course. Lectures cover practical aspects of programme planning, but the emphasis is on the development of practical skills through guided workshops and group work. There will also be two panel discussions to give students real-world examples of public health programme design. Facilitators are provided for expert consultation for the guided workshops and to also support students each week during the module. Students will have weekly contact with facilitators throughout the module to assess progress and ask questions. Facilitators will also arrange in-country experts to talk to the students to provide contextual information. Written and verbal feedback will be provided on the draft programme proposals halfway through the module by facilitators and Module Organisers. Unexamined presentations to a panel will be scheduled for week four of the course

for students to showcase their work. A short answer exam is planned for the same week to assess student understanding of core concepts and definitions of public health programme design.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module's intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress, including written and verbal feedback on the project proposal in Week 3 from Module Organisers and Facilitators. The grade for summative assessment(s) only will go towards the overall award GPA. Participants are assessed on: (i) Their group's final proposal document (80%) (ii) An individual short answer exam (20%)

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 25 pages, with 15 pages for annexes	80	1-8
Individual exam	1-hour short answer exam	20	1-8

Re-sitting assessment
Resits will accord with Chapter 8a of the LSHTM Academic Manual For individual students re-sitting 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	The task is to critique the design of a public health project proposal	Maximum length is 2500 words
Short answer exam	The task will be another exam	1 hour exam

Resources

Indicative reading list
The lectures will contain all content for the exam. The reading list provides auxiliary information the module but students will not be assessed on content from the reading list. Example proposals from previous cohorts will also be available to students. All resources will be on Moodle.

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 details 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 the 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.