



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	3198
Module Title	Applying Public Health Principles
Module Organiser(s)	Jayne Webster and Silke Fernandes
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
Term of Delivery	Term 3
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 recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students must have a good understanding of epidemiology, statistics, social science and health economics. Note for part-time students: it's highly recommended that they complete all Term-1 modules before enrolling on this module
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body
Module Cap (Maximum number of students)	60 (numbers is capped due to limitations in facilities or staffing). As this is a compulsory module for MSc PH4GP all students from this programme will be registered. The remaining places will be given to students from other MSC programmes who register first. Registration will be closed as soon as the number of students reaches 60.

Target Audience	This module is intended for students interested in the practical application of public health principles to public health issues in lower- and middle-income countries
Module Description	This module integrates principles, approaches and methods from different disciplines (such as epidemiology, statistics, health economics, social sciences, health policy & planning) and applies them using case studies and examples from lower- and middle-income countries.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E
Last Revised (e.g. year changes approved)	July 2024

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: enable students to apply and build upon the skills they have learned during the preceding terms to translate evidence into policies and policy into practice in low and middle income countries.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Apply public health disciplines in an integrated manner to review evidence required for making policy recommendations 2. Make evidence based public health policy recommendations 3. Acquire the tools needed to support strategic reviews of public health programmes.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: - Overview of measures of burden of disease and public health intervention strategies - The process of developing evidence-based guidelines at WHO



Session Content

- Critical appraisal and interpretation of data from randomised controlled trials observational studies, systematic reviews, cost-effectiveness analysis and qualitative reviews
- Health economics for public health practitioners
- Applying the diverse mix of public health disciplines to different scenarios of current public health issues in low- and middle-income countries
- Approaches to monitoring and evaluation of delivery of interventions
- Programme grant application review process (Global Fund)
- Procurement & Supply Chain Management
- Data needs and communication strategies for advocacy
- Research into policy: the application of analytical (epidemiological, social science, & economic) skills to examine the evidence base and its sufficiency for appropriate policy development
- Policy into practice: the ability to assess and discuss implementation feasibility of specific policies and strategies in defined contexts

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	25
Directed self-study	45	32
Self-directed learning	7	5
Assessment,	54	38
Total	141	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, 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

A variety of teaching methods are used including lectures and practicals/seminars. Practical sessions focus on integrated application of the broad range of skills required to be a public health practitioner in a low- and middle-income country.

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. The grade for summative assessment will go towards the overall award GPA.

Assessment will involve submission of a policy discussion report on a potential intervention that is currently considered to reduce disease burden and/or improve health outcomes in a low- and middle-income country. The maximum word limit for the policy discussion paper is 2,500 words excluding references.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500 words excluding references.	100	1 - 3

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). The task will be the same as the original assessment but with a different topic and/or context.

Resources

Indicative reading list

This module doesn't have a core text. Each lecture and practical has its own reading list. Please see reading list for detail.

Other resources

Access to STATA or R is required.



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](#).