MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	PHM219
Module Title	Evaluation of Public Health Interventions
Module Organiser(s)	Josephine Borghi
Contact email	The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their Student Advice Centre. (Enquiries from face-to-face i.e. London-based the LSHTM MSc or research students regarding study of DL modules should be emailed to: distance@lshtm.ac.uk).
Faculty	Public Health & Policy: The London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/php
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	101317 : 101307 : 101030
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials (Virtual Learning Environment)
Language of Study	English
Pre-Requisites	The module will require some familiarity with basic epidemiological and statistical concepts. Therefore, we recommend that students take a statistics module (e.g. Basic Statistics for Public Health and Policy (PHM102)), and an epidemiology module (e.g. Basic Epidemiology (PHM101)) prior to starting this module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is available to students registered for the DL MSc and PGDip in Public Health. It is recommended for students studying the MSc in Public Health: General stream and the

	Health Promotion and Health Service Management streams. Alternatively, it can also be taken as an individual module.
Module Description	This module provides students with the knowledge and skills required to design impact and process evaluations of complex public health interventions.
Duration	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle, once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until the start of the June examinations. Students must adhere to other earlier assessment submission deadlines.
Last Revised (e.g. year changes approved)	05/2020

Programme(s) This module is linked to the following programme(s)*)*	**Status**
MSc Public Health (General stream) (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Service Management (Distance Learning - University of London Worldwide)	Recommended Elective
PGDip Public Health (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • Help students understand what evaluation is and when it can be used and provide them with the knowledge and skills to design an evaluation of a public health programme or policy tailored to the specific research question and context.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Understand what is impact evaluation, the types of questions it can answer and appropriate uses for impact evaluation methods; 2. Understand key concepts of causal inference and considerations in the design of an impact evaluation; 3. Select an appropriate study design to address specific evaluation questions in different contexts, recognising principles, relative merits and limitations of different study designs to evaluate outcomes and processes of change; 4. Identify quantitative and qualitative analytical methods for use with specific evaluation study designs; and 5. Report on, appraise and interpret impact evaluations.

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 logic model; • Cluster randomised control trials and their application to real life policies and programmes. • Quasi-experimental designs; • Process evaluation.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	110	73.3
Self-directed learning	0	0
Assessment, review and revision	40	26.7
Total	**150**	**100**

Teaching and Learning Strategy
Learning is via directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and collaborate sessions. Students are strongly encouraged to participate in the module-specific discussions and collaborate sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. Written feedback is provided on submitted assignments. 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 the LSHTM online library resources. In addition, written feedback is provided on submitted assignments.

Assessment

Assessment Strategy
This module is assessed via one required assignment worth 30% of the student's mark and a summative exam of 2 hours and 15 minutes that is worth 70% of the student's mark. For the summative exam, students are advised to spend the first 15 minutes reading the instructions and questions.

Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Please see the Assignment Instructions for details.	30	All
Exam	2 hours and 15 minutes	70	All

Assignments for this module can be submitted only once annually, no later than 31 March and must be submitted via the online Assignment Management System.

Unseen written examinations for DL modules are held once a year, in June (including resits). Examinations are normally taken in a student's country of residence, in one of over 650 examination centres worldwide (arranged mainly through Ministries of Education or the British Council). A list of examination centres can be found at https://london.ac.uk/current-students/examinations/examination-centres.

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

Resitting assessment
Resits will accord with the LSHTM's Resits Policy.

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

Resources

The following materials are provided to students after registration and fee payment for this module in September/October:

- A brief guide to studying the module;
- Study materials/sessions in a range of formats including video recordings, screencasts and session transcripts;
- A reading list including details of both required and optional reading and links to selected papers;
- On-line exercises.

Students will also be provided with access to discussion fora via the Moodle VLE, collaborate sessions 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 and optional lecture recordings. In some cases, module materials include a text book that is made available to students in either hard copy or 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. Please contact the University of London through the "Ask a question" resource on the Student Portal if you require any documents in an alternative format.