

MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	PHM219
Module Title	Evaluation of Public Health Interventions
Module Organiser(s)	Josephine Borghi
Contact email	<p>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.</p> <p>(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).</p>
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. However, students are encouraged to commence their studies in October and work steadily through the materials over the course of the academic year and must adhere to other assessment submission deadlines.
Last Revised (e.g. year changes approved)	March 2021

Programme(s)	Status
This module is linked to the following programme(s)	
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: <ul style="list-style-type: none"> • Enable students to apply 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. Explain impact evaluation, provide examples of the types of questions it can answer and suggest appropriate uses for impact evaluation methods;
2. Define key concepts of causal inference and explain considerations in the design of an impact evaluation;
3. Propose appropriate study designs to address different evaluation questions in various contexts, assessing outcomes and processes of change;
4. Propose 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 online webinar discussion sessions. Students are strongly encouraged to participate in the module-specific discussions and online webinar discussion 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

Teaching and Learning Strategy

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.

Timed examinations for DL modules are held once a year, in June (including resits). Examinations in 2021/22 will either be taken in a student's country of residence in one of over 650 [examination centres worldwide](#) or will be held online. If the June 2022 module exam is held at a local examination centre, a local fee will be payable direct to the exam centre. This fee will be in addition to the module fee and is set by, and paid directly to, the individual examination centre. 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. If the June 2022 module exam is held online, no additional exam entry fee will be payable. (Note that for those resitting module assessments, a fee will be payable.)

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, online webinar discussion 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. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

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

<https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>