



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	HHM102
<b>Module Title</b>	Design and Planning of Humanitarian Health Projects
<b>Module Organiser(s)</b>	Nada Abdelmagid and Bhargavi Rao
<b>Contact email</b>	<a href="mailto:HHCSupport@lshtm.ac.uk">HHCSupport@lshtm.ac.uk</a>
<b>Faculty</b>	Faculty of Public Health and Policy London School of Hygiene & Tropical Medicine <a href="https://www.lshtm.ac.uk/research/faculties/php">https://www.lshtm.ac.uk/research/faculties/php</a>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317,100617, 101307
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials via the Virtual Learning Environment
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	<p>In addition to the general pre-requisites for admission to the MSc/PGDip/PGCert Health in Humanitarian Crises, it is preferable for students to have learned through the material of HHM101 Public Health Information in Humanitarian Crises before embarking on studying the material for HHM102 (if doing both in the same year).</p> <p>This module assumes that students have basic knowledge of the components and terminology of recommended humanitarian interventions in the following areas:</p> <ul style="list-style-type: none"><li>✓ adolescent, child, newborn, maternal, reproductive and sexual health,</li><li>✓ communicable and non-communicable disease control,</li><li>✓ nutrition,</li><li>✓ mental health, and</li><li>✓ essential trauma care.</li></ul>



<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	There is no cap on the number of students who can register for this distance learning module.
<b>Target Audience</b>	<p>This module is aimed at those with an interest to work, or who are currently working in programmatic, technical, evaluative, coordination or advisory roles in humanitarian public health programmes.</p> <p>This module is compulsory for students enrolled in the PG Certificate, Diploma and/or MSc Health in Humanitarian Crises programmes.</p>
<b>Module Description</b>	This module will provide an in-depth understanding of humanitarian project design and planning for the selection and implementation of evidence-based humanitarian health projects. This includes an overview of tools and strategies, and their application to designing and planning of real-life humanitarian health projects.
<b>Duration</b>	Distance learning module studies begin in early October. Students may start their studies at any time once they gain access to Moodle and therefore the study materials, and work through the material until the start of the June examination (although assessment submission deadlines which are earlier than this must be observed).
<b>Last Revised (e.g. year changes approved)</b>	2023

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Health in Humanitarian Crises (Distance Learning - University of London Worldwide)	Core Compulsory

## Module Aim and Intended Learning Outcomes



### Overall aim of the module

The overall module aim is to:

- provide an in-depth understanding of humanitarian project design and planning for the selection and implementation of evidence-based humanitarian health projects. This includes an overview of tools and strategies, and their application to designing and planning of real-life humanitarian health projects.

### Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Critically analyse and prioritise (including ethical challenges) humanitarian health needs in a given crisis.
2. Propose appropriate interventions in response to public health risks, the operating context, and gaps in the response.
3. Apply a systematic approach to design appropriate and evidence-based humanitarian health projects.
4. Apply project design and planning tools in order to describe a humanitarian health project and establish a foundation for project management and evaluation.

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- An introduction to project cycle management, including theory of change and project logic, with a focus on design and planning aspects, which will be expanded in the module HHM201 Management and Evaluation of Humanitarian Health Projects.
- Synthesis and prioritisation amongst competing humanitarian needs, including the ethics of health in humanitarian crises.
- Design of contextually appropriate and effective humanitarian health projects: what intervention(s), how to deliver them and whom to target..
- Proposal writing, and development of logical frameworks.
- Resource quantification and development of project budgets and work plans.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	46
Self-directed learning	40	27



Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Assessment, review and revision	40	27
<b>Total</b>	<b>150</b>	<b>100</b>

### Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives that are identified at the start of the module to which the online reading, learning activities and study materials are geared. Additional learning materials include: a brief guide to the module, recommended reading from the peer-reviewed literature, live online Moodle sessions hosted by module Tutors, and suggested relevant websites. 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 LSHTM online library resources. In addition, written feedback from tutors is provided on the submitted assessments.

Students will be expected to interact with their fellow students, especially over the 4-week period of the written assignment for mutual support. In case of extenuating circumstances, the Module Organisers will ensure that students unable to join the group work are not penalised.

## Assessment

### Assessment Strategy

The module will be assessed through:

1. An individual written **assignment (60% of overall module grade; max. 2500 words; structured)**: students will be given a real-life scenario of a crisis and tasked with developing a project concept note with a logical framework, budget and work plan. Students will be given 4 weeks to complete the assignment.
2. A **time limited written examination (40%, recommended time 2 hours 15 mins)** comprising:
  - Short written answers to real-life scenarios (20%)
  - Critique of a project concept note or completed planning tool (budget, work plan, etc.) (20%).

Each of the two assessment components assesses all module ILOs. If students fail the module overall or are unable to sit the exam due to extenuating circumstances, they are allowed one further attempt at passing the module: this involves a re-sit of the exam and the open-book, short-answer assignment (If they fail the exam they will have to sit the exam again; if they fail an Assessed Assignment they will have to submit another (either change of topic or new assessed assignment)).



## Assessment Strategy

Assignments for this module can be submitted only once annually, no later than 4 weeks after the introduction of the assignment, and must be submitted via the online Assignment Management System.

Time-limited examinations for DL modules are held once a year, in June (including resits). Examinations in 2023/24 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 2024 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 2024 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.)

## Summative assessment

<b>Assessment Type</b> <i>(delete as appropriate)</i>	<b>Assessment Length</b> (i.e. Word Count, Length of presentation in minutes)	<b>Weighting</b> (%)	<b>Intended Module Learning Outcomes Tested</b>
Exam	The exam has a recommended time of 2 hours 15 mins	40%	1,2,3,4,5
Assessed Assignment	2500 words	60%	1,2,3,4,5

## Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students who fail the module overall or who are unable to sit the examination due to extenuating circumstances, there will be an approved alternative assessment as detailed below.

<b>Assessment being replaced</b>	<b>Approved Alternative Assessment Type</b>	<b>Approved Alternative Assessment Length</b> (i.e. Word Count, Length of presentation in minutes)
----------------------------------	---	--



**UNIVERSITY  
OF LONDON**

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



Examination	Single re-sit, open-book, short-answer assignment	2500 words
-------------	--	------------

## Resources

### **Indicative reading list (*if applicable*)**

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. A reading list with core and suggested readings related to each session will be provided to students.

### **Other resources**

The following materials are provided to students after registration for this module once a year in September or October:

- Module course outline/curriculum, with learning objectives and study guide.
- A specialised online (Moodle) resource will be developed for this module which students will work their way through. In addition to narrative/text, the resource will include embedded interactive features:
  - Audio/video recordings with humanitarian health professionals reflecting on real-life design and planning experiences
  - Quizzes and practicals
  - Pre-recorded video lectures with notes and slides.
- Reading list for each topic (required and optional).
- Design and Planning Toolbox that can be downloaded and used offline (includes all tools and templates covered by the module).

In addition to the materials above, students are given access to the LSHTM Virtual Learning Environment, Moodle (for web-based discussions forums etc.) and the LSHTM online library resources. Students will benefit from lectures delivered by humanitarian health professionals with extensive experience.

## Teaching for Disabilities and Learning Differences



**UNIVERSITY  
OF LONDON**

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



The module-specific site on Moodle provides students with access to the module learning materials and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings (where appropriate). All materials posted up on Moodle areas, including any 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. 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>