

## MODULE SPECIFICATION

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| <b>Academic Year (student cohort covered by specification)</b>     | 2023-2024   |
| <b>Module Code</b>   | HHM201  |
| <b>Module Title</b>  | Management and Evaluation of Humanitarian Health Projects   |
| <b>Module Organiser(s)</b>   | Eimhin Ansbro and Bayard Roberts  |
| <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<br>London School of Hygiene & Tropical Medicine<br><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<br><b>ECTS:</b> 7.5   |
| <b>HECoS Code</b>  | 100823, 100812, 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>  | Students enrolled in the MSc Health in Humanitarian Crises should have taken the Conflict and Health and Public Health Information in Humanitarian Crises modules and have at least initiated the Design and Planning of Humanitarian Health Projects module.                 |
| <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>   | This module is aimed for those with an interest to work, or who are currently working, in technical programmatic or advisory roles in humanitarian health.<br><br>This module is compulsory for students enrolled in the PG Diploma and/or MSc Health in Humanitarian Crises. |
| <b>Module Description</b>  | This module will provide students with an overview of project management and evaluation in humanitarian crises including implementation, monitoring and evaluation of humanitarian  |



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|  | public health responses. The module will also provide an in-depth description of tools and methods to manage health projects in humanitarian crises settings.   |
| <b>Duration</b>                                  | Distance learning module studies begin in early October. Students may start their studies at any time from receipt of study materials (dispatched annually in the early autumn) and work through the material until the start of the June examinations (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) | Compulsory    |

## Module Aim and Intended Learning Outcomes

| <b>Overall aim of the module</b>  |
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| The overall module aim is to: <ul style="list-style-type: none"><li>• provide students with an overview of project management and evaluation in humanitarian crises including implementation, monitoring and evaluation of humanitarian public health responses, and an in-depth description of tools and methods to manage health projects in humanitarian crises.</li></ul> |

| <b>Module Intended Learning Outcomes</b>   |
|--|
| Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"><li>1. Critically assess various stages of the project cycle management approach for humanitarian health interventions.</li><li>2. Systematically and strategically apply appropriate tools to manage different stages of project cycle in humanitarian health projects in a systematic and strategic manner.</li><li>3. Develop, analyse and synthesise information for monitoring and evaluating humanitarian health programmes using both qualitative and quantitative methodologies, building on approaches learned in the module HHM101 Public Health Information in Humanitarian Crises.</li><li>4. Critically assess and apply various approaches and methods to evaluate humanitarian health projects.</li></ol> |



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## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Managing people and organisations expanding from what has been introduced in the Conflict and Health module.
- Implementing humanitarian health interventions: understanding differences between projects, programmes and policies and management of teams: expanding on learning from the Design and Planning of Humanitarian Health Projects module.
- Project implementation, quality assurance and monitoring plans.
- Multi-stakeholder analysis with project beneficiaries, local authorities, other humanitarian actors and local health systems.
- Application of tools for Project Cycle Management: Log frame, Gantt charts and theory of change.
- Evaluation methods to use evidence from programmes to influence policies: impact evaluation, process evaluation, economic evaluation and applying social science methods as well as statistical and epidemiological methods (learned in previous modules).



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## Teaching and Learning

### Notional Learning Hours

| Type of Learning Time           | Number of Hours | Expressed as Percentage (%) |
|---------------------------------|-----------------|-----------------------------|
| Directed self-study             | 70              | 47                          |
| Self-directed learning          | 50              | 33                          |
| Assessment, review and revision | 30              | 20                          |
| <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 is provided on the submitted assessments. Formative assessments will be conducted at intervals throughout the module including group work that will be relevant for the summative assessments. Students will be expected to work with a small group of fellow students over short periods of time using an assigned discussion group on the web- based discussion forum. In case of extenuating circumstances, the Module Organisers will ensure that students unable to join the formative group work are not penalised.



## Assessment

### Assessment Strategy

The assessment of the module will be in two parts:

1. An **individual critique of a crisis response (60%; max. 2500 words; structured)**, in which students will be presented with available information on a humanitarian health project and asked to appraise options and make decisions for resolving up to three specific operational implementation challenges (students will receive the scenario at the outset of the module and will be asked to turn in the assignment at a selected date).
2. A **two-hour (plus 15-minute reading time) written paper examination (40%)** comprising:
  - Short written answers to real-life scenarios (10%)
  - Proposal for a public health intervention based on an unseen scenario including a management plan and design for an evaluation plan to measure the effect of the humanitarian intervention (30%).

Each of the two assessment components assesses all module ILOs. If students fail the module overall, or are unable to attend 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 of the open-book, short-answer assignment (if they fail both). 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 AA).

Assignments for this module can be submitted only once annually. They must be submitted on the selected date via the online Assignment Management System.

Timed examinations for DL modules are held once a year, in June (including resits). Examinations will either be taken in a student's country of residence in one of over 650 examination centres worldwide (a list of examination centres can be found at <https://london.ac.uk/current-students/examinations/examination-centres>) or will be held online. If the June 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 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

| Assessment Type     | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|---------------------|--|---------------|--|
| Assessed Assignment | 2,500 words  | 60%           | 1,2,3,4                                  |
| Exam                | 2 hours plus 15 minutes reading time                                   | 40%           | 1,2,3,4                                  |

## Resitting assessment

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

For individual students fail the module overall or are unable to attend the exam due to extenuating circumstances, 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) |
|---------------------------|---|---|
| Exam                      | Individual exam composed of short answers | Each short answer can be maximum 250 words in length.                                       |



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## 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 October:

- Module syllabus with learning objectives, module timetable, assessment instructions etc.
- Digital reader containing key readings (mandatory and optional), both journal papers and key standards (e.g. SPHERE standards, Core standards, accountability, IASC standards etc.).
- Recorded video lectures, lecture slides and lecture notes.
- Additional video content ('voices from the field', including health information specialists and other humanitarian staff relating specific illustrative anecdotes or discussing more general issues with health information).

All of the above materials are downloadable, enabling offline work in areas with poor connectivity.

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.

Resources are mainly selected from relief agencies to ensure that the tools used during the course are aligned with field practice. Many lecturers are from affected countries and professionals with extensive field experience.



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## **Teaching for Disabilities and Learning Differences**

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 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>