UNIVERSITY OF LONDON

Programme Specification 2025–2026

Health in Humanitarian Crises

MSc
PGDip
PGCert
Individual courses

Important document – please read

Contents

Important information regarding the Programme Specification

Last revised 16 December 2024

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the '*ask a question*' tab in the student portal otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the Health in Humanitarian Crises programme:

Module: Individual units of the programme are called modules. Each [course] [module] is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Key revisions made

Programme specifications are revised annually. The relevant committee of London School of Hygiene & Tropical Medicine (LSHTM), as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the programme specification 2025-2026

From 2025-26 students studying on the MSc programme only will be able to study up to four modules via blended learning.

Programme title and qualifications

Postgraduate Degrees of the University of London may be classified. The qualification certificate will indicate the level of the academic performance achieved by classifying the qualification. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for these programmes is as follows:

Distinction; Merit; Pass.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award

Programme titles

Health in Humanitarian Crises

Qualifications

Master of Science Health in Humanitarian Crises (MSc)

Postgraduate Diploma Health in Humanitarian Crises (PGDip)

Postgraduate Certificate Health in Humanitarian Crises (PGCert)

Intermediate qualifications

Students may not normally receive an intermediate qualification and continue to a higher qualification, even if they are registered on the intermediate qualifications. The specific rules are given in the Programme Regulations under Scheme of Award.

Exit qualifications

The exit qualifications for these programmes are:

- o PGDip Health in Humanitarian Crises
- o PGCert Health in Humanitarian Crises

An exit qualification is an intermediate qualification, for which the student may not have registered at the outset but which may be awarded on completion of specific modules (or credit accumulated) in a longer programme of study, if the student leaves the programme. Students who are unable to complete the 180 credits required for the MSc qualification, or the 120 credits for the PGDip qualification may exit with the successful completion of 120 or 60 credits and be awarded a PGDip or PGCert respectively, provided they fulfil the relevant criteria.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to continue their study of the same qualification with the University of London.

Individual modules

There is no provision for individual modules of the programme to be studied on a stand-alone basis.

Qualification titles may be abbreviated as follows:

Master of Science – MSc

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA).

The qualifications are placed at the following Levels of the FHEQ:

- MSc Health in Humanitarian Crises   Level 7
- PGDip Health in Humanitarian Crises   Level 7
- PGCert Health in Humanitarian Crises   Level 7

Relevant QAA subject benchmarks group(s)

See the QAA website for information:

Not applicable

Awarding body

University of London

Registering body

University of London and LSHTM

Academic direction

LSHTM

Accreditation by professional or statutory body

N/A

Language of study and assessment

English

Mode of study

Flexible and online study

Blended learning

PG Diploma and MSc students may also study on-campus modules by blended learning in place of distance learning modules. Blended learning enables a student to combine distance learning with a period of study at the London School of Hygiene & Tropical Medicine. The modules offered for blended learning are modules delivered on-campus in London for intensive MScs. A list of modules available for blended learning is published prior to the start of the academic year under the Blended Learning tile, DL General Zone on LSHTM Moodle. An additional fee will be payable to the London School of Hygiene & Tropical Medicine for each module.

PG Diploma students may study up to two modules via blended learning, while MSc students may study up to four modules in this manner.

Programme structures

The MSc Health in Humanitarian Crises consists of :

- **Four core** modules (15 UK credits each): and

- **One compulsory module** (15 credits); and

- **Three** elective modules selected from a list of options (15 UK credits each); and

- **A compulsory project** (60 UK credits).

  - Total 180 UK credits

The PGDip Health in Humanitarian Crises consists of:

- **Four core modules** (15 UK credits each); and

- **One compulsory module** (15 credits); and

- **Three** elective modules selected from a list of options (15 UK credits each).

  - Total 120 UK credits

The PGCert Health in Humanitarian Crises consists of:

- Four core modules (15 UK credits each)

  - Total 60 UK credits

Full details of the Scheme of Award are included in the Programme Regulations.

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a student's effective date of registration, are:

Qualification	Minimum
MSc	Two years*
PGDip	One year

PGCert	One year

* See the General Regulations for the maximum periods of registration for these qualifications.

Students will retain the period of registration initially given to them on registration if the maximum registration period for their qualification changes during their studies.Study materials are made available at the start of the academic year after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the Quality Assurance Agency and the European Credit Transfer and Accumulation System.

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Health in Humanitarian Crises programme, credits are assigned to the modules as follows:

- 15 UK credits for each core and compulsory module

- 15 UK credits for each elective module

- 60 UK credits for the Project

Each qualification equates to the following number of credits:

- MSc - 180 UK credits or 90 ECTS credits

- PGDip - 120 UK credits or 60 ECTS credits

- PGCert - 60 UK credits or 30 ECTS credits

One UK credit equates to a notional ten hours of study

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

Where the prior learning covered a similar syllabus to a module/course on the University of London programme, credit will be awarded as if you took the University of London module/course.

See the General Regulations and Programme Regulations (Section 3) for more rules relating to prior learning.

For this programme the University of London may recognise your prior learning and award you credit towards the qualification. Applications for RPL can only be made at the point of entry to the programme and will only apply up to a maximum number of credits.

Further information on recognition of prior learning is on the website.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the website.

All entrance requirements are set out in detail on the programme page under the Requirements tab.

> We consider qualifications from around the world. Details are available here and in the Qualifications for Entrance schedule

Postgraduate entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the website.

Entrance requirements for a postgraduate qualification, or individual module/course, vary. Full details are provided on the programme page under the Requirements tab.

> All details of the programme specific requirements are given on the programme page, under the Requirements tab.

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under the Requirements tab. All teaching is in English, therefore you need to have good enough written and spoken English to cope with your studies right from the start.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

> Detailed information on the English language requirement tests are given on the LSHTM website.

Internet access and computer specification

Students will require regular access to a portable computer with an internet connection to use the University of London's and LSHTM's online resources and systems.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on your programme of study). Depending on the security settings for each assessment you may be required to have full administrator rights on your computer to install and run the software needed to take part in the assessment. Full administration rights are likely to apply to a computer that you own but not to one provided by your employer, for example.

Computer requirements

The computer must have at least the following minimum specification:

- Windows: 10 and 11 on 64-bit platforms
- MacOS Big Sur(version 11) and higher
- CPUs newer than 2011 (Intel Sandy Bridge Core i3, i5 and i7 or newer)
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection capable of streaming live video.
- Minimum device requirements are subject to change and older operating systems may become obsolete over time
- It should also have the following applications installed
- Word processor (for Microsoft Word documents)
- A PDF reader (e.g. Adobe)

Where applicable, you will be provided with any additional requirements for your assessment platform in advance of your assessment.

Certain services will require a mobile device for Multi-Factor Authentication (MFA). This is a key security feature that adds an extra layer of protection for your account and data, requiring two or more steps to verify your identity when logging in. This may include accepting a sign-in notification on your smartphone or entering a unique code sent via SMS or phone call to your mobile device. It is your responsibility to ensure that your mobile device meets the specified requirements for MFA..

Additional requirements

- A headset/microphone may be required to participate in "real time" online discussions.

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking examinations, should complete the relevant section of the application form, or contact the Inclusive Practice Manager. A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor

disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see Inclusive Practice Policy

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the website

Educational aims and learning outcomes of the programmes

The main educational aim of the LSHTM distance learning Health in Humanitarian Crises programme is to offer a challenging, flexible scheme of study to provide students with the knowledge and skills to improve the health of populations, communities and particular groups within them when these populations are affected by humanitarian crises. Students will acquire knowledge and skills in a range of public health subjects, including: health needs assessment and situation analysis, political economy of humanitarism, prevention of diseases, provision, management and evaluation of humanitarian interventions; and the investigation and control of environmental threats to health. Students are encouraged to develop transferable and subject-specific skills to address multi-faceted and current health problems in their local setting, as well as internationally.

These programmes are primarily (but not exclusively) aimed at professionals who may already be involved in delivering public health projects in humanitarian crises at community, hospital or district level, in research, in ministries of health or other health- or development-related organisations. The LSHTM's Health in Humanitarian Crises programme is a rigorous educational programme for practitioners, policy-makers or researchers who wish to use academic study to deepen their understanding and increase their potential for career development in public health. Successful completion of the MSc will enable students to address local health problems and, at the same time, to progress to a higher research degree in public health.

The Health in Humanitarian Crises programmes aim to:

- develop knowledge and understanding of the core disciplines in public health;

- enable students to understand key issues of public health in humanitarian crises;

- encourage independent critical and evaluative skills that can be used to apply well-founded scientific and ethical judgements;

- provide students with a broad understanding of project design and management in humanitarian crises.

The learning outcomes of the **MSc programme** are as follows:

Knowledge, intellectual and cognitive understanding

At the end of the MSc Health in Humanitarian Crises , the students will be able to:

- Articulate a critical understanding of a broad range of topics related to public health in humanitarian settings including principles of humanitarian action, ethics of health in humanitarian crises, key policy issues and global architecture of humanitarian response

- Apply public health research skills, including ethical perspectives to examine critically a range of public health questions;

- Formulate evidence-based and appropriate strategies to control health problems and promote health;

- Design, manage and evaluate humanitarian actions designed to improve public health.

Transferable knowledge and skills

Students will be able to:

- Use problem solving skills in a range of situations;

- Use fluent and effective communication and discussion skills in a written context;

- Develop the capacity to handle ideas and scrutinise information in critical, evaluative and analytical ways;

- Manage their own learning, including working effectively to deadlines.

The learning outcomes of the PGDip programme are as follows:

Knowledge, intellectual and cognitive understanding

At the end of the **PGDip** Health in Humanitarian Crises, the students will be able to:

- Articulate a critical understanding of a broad range of topics related to public health in humanitarian settings including principles of humanitarian action, ethics of health in humanitarian crises, key policy issues and global architecture of humanitarian response;

- Apply public health research skills, including ethical perspectives to examine critically a range of public health questions;

- Formulate evidence-based and appropriate strategies to control health problems and promote health;

- Design, manage and evaluate humanitarian actions designed to improve public health.

Transferable knowledge and skills

Students will be able to:

- use fluent and effective communication and discussion skills in a written context;

- Develop the capacity to handle ideas and scrutinise information in critical, evaluative and analytical ways;

- manage their own learning, including working effectively to deadlines.

The learning outcomes of the **PGCert** are as follows:

Knowledge, intellectual and cognitive understanding

At the end of the PGCert Health in Humanitarian Crises, the students will be able to:

- Articulate a critical understanding of a broad range of topics related to public health in humanitarian settings including principles of humanitarian action, ethics of health in humanitarian crises, key policy issues and global architecture of humanitarian response;

- Apply public health research skills, including ethical perspectives to examine critically a range of public health questions;

- Formulate evidence-based and appropriate strategies to control health problems and promote health.

Transferable knowledge and skills

Students will be able to:

- Use fluent and effective communication and discussion skills in a written context;

- Use problem solving skills in a range of situations;

- Develop the capacity to handle ideas and scrutinise information in critical, evaluative and analytical ways.

Students who pass the core and compulsory modules will have the essential introduction to a variety of disciplines, approaches and concepts concerning public health and issues related to humanitarian crises. MSc students and those registered for the PGDip will study additional modules, which will help the students to apply their knowledge to concrete real life examples, and have the opportunity to study specific selected modules offered by some of the other DL programmes. These modules build on the knowledge gained from studying the compulsory modules.

MSc students

MSc students may also apply the skills they have learnt to a particular problem in an area of their own interest when they undertake their project report.

Learning, teaching and assessment strategies

The majority of modules for this programme are delivered using materials (e.g. podcasts and texts) developed specifically for the Health in Humanitarian Crises (HHC) programme made available in electronic format on the LSHTM's online learning site, Moodle. Students are advised to work through the materials, participate in self-learning activities and engage in discussions that take place within the module forums on the Moodle site.

Students are supported by teaching staff who provide feedback through the use of the HHC Moodle site. Students are encouraged to post academic questions for the attention of tutors involved in delivering each module.

Advice and practical information, such as study techniques, planning and preparation for assessment is available in the LSHTM programme-specific Student Handbook (which is available online to students after registration) and the Academic Writing Handbook. Students manage their own learning and study schedule, but advice can be sought from the support team at any stage of the academic year.

Students may also communicate with each other via the module-specific discussion forums and via the Student Café forum on the Moodle site. Students will be able to engage in dialogue and develop and negotiate ideas and problem-solving with fellow students and teaching staff, which are key components in the acquisition of knowledge, understanding and transferable skills.

The compulsory core modules are each assessed by combinations of assessed individual assignments, simulation assessments and unseen or open book written summative examinations (see Module Specifications for more detail).

The unseen written examinations will consist of questions structured to allow students to demonstrate that they have acquired appropriate knowledge, skills and understanding. Students' level of understanding of concepts and their ability to apply the techniques that they have learned is assessed by, for example, the way they manage data, solve problems, evaluate ideas and the organizational skills they use to structure answers.

The additional compulsory modules' assessment allows a student to undertake a more in-depth study of the real life issues. Students can demonstrate the skills associated with, for example, data analysis, reasoning and producing a well-reasoned, well-evidenced essay. The second assessment is a group work where members of the group are asked to resolve together real life problems.

Assessment criteria for the MSc Health in Humanitarian Crises programme take into account the level at which these skills have been achieved.

Assessment methods

Each compulsory core and additional compulsory module (MSc, PGDip and PGCert) will be assessed, depending on the module, by combinations of assessed individual assignments and unseen or open-book time-limited, written summative examinations (see Module Specifications for more detail), with weighting of the different assessment components totalling 100% of the possible grade for the module.

The Project Report (MSc only) will be assessed by submission of one written report of up to 10,000 words. It should normally be submitted in the final stage of the degree.

The written time-limited examinations take place on one occasion each year, normally commencing in June.

Student support and guidance

The following summarises the support and guidance available to students:

- University of London Student Guide: This provides information which is common to all students and gives guidance on a range of issues from the start of a student's relationship with the University of London through to their graduation.

- Programme Handbook: This tells students how to access available resources and assessment and examinations procedures. They are found on the student portal.

- Module subject guides for each module studied; these introduce and develop the topics.

- Programme Regulations.

- The University of London Online Library: This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.

- University of London library: Registered students may use the resources located within the Senate House library.

- University of London Careers Service – offers tailored careers and employability support to students whatever their course, wherever they are studying, and whether they are starting, developing, or changing their career. Support includes webinars led by careers consultants, employer and alumni panel events and a range of online careers resources.

- A University of London email account and web area for personal information management.

Support and guidance from LSHTM

- The LSHTM Moodle Virtual Learning Environment (VLE) gives online access to the module materials, module discussion forums, information on assignments, links to essential and recommended readings (where available), past examination papers and examiner reports, and study skills' resources.

- LSHTM online library resources.

- Student support staff are available to offer help and advice on administrative matters. Programme Directors can also be contacted for personal advice e.g. planning studies, advice on elective module options. Communication may either be via the online 'Student Support Help' discussion forum on Moodle or by email, and sometimes by Zoom if needed.

- Each module has at least one Module Organiser (MO) and a team of tutors assigned to it. The tutor team provides academic support to those studying specific modules, in the following ways:

  - assisting in interpreting and understanding the material presented by answering queries on the online discussion forums

  - grading and providing written feedback on the assignments

  - offering some real-time 'webinars' in which students are encouraged to participate.

- The tutors are specialists in their subject area and will change according to the module being followed at the time.

- An LSHTM programme-specific Student Handbook, available on the LSHTM Moodle site, provides guidance on all aspects of the programme. It includes background information about the programme; advice on getting started, studying as a distance learner and organising study time; a description of the resources and programme materials available and how to access them; advice on, networking and support issues; and details of procedures for assessment and examinations (including programme deadlines).

- Students are encouraged to exchange ideas with other students on the programme and to organise mutual support via email or other forms of communication. An online discussion forum 'Student Cafe' is available within the LSHTM Moodle site which is accessible to students only, while individual contact details can be made available through the Student Network Directory (subject to student consent). This contains contact details of other students on the programme so students can build up their own network if they wish (for example, to organise study groups).

Quality evaluation and enhancement

The University of London delivers the majority of its online and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the online and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.

Award standards

All University of London qualifications must comply with the Office for Students' (OfS) Conditions of Registration relating to quality and standards, which includes condition B5 (sector-recognised standards). This is to ensure appropriate standards for each qualification. In addition, every online and distance learning programme that is developed by a federation member of the University of London (or a consortium with representation by more than one federation member) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement, are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student performance, progression and completion statistics
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and continues to provide a good student experience .
- Enhancements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the University of London Student Experience Survey. Carried out every year, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Registered students are also able to feedback to LSHTM through annual module surveys, the results of which are also

considered by the programme team and principal committees. Details of any resulting actions taken are published on the Virtual Learning Environment and the University of London Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. A postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. The LSHTM also recruits student representatives at the programme level and there is distance learning student representation on the LSHTM Student Representatives Council Executive. Students are invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the website.

Students can also apply to join the University of London Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme may serve as preparation for students who wish to progress to a higher research degree in public health, including a PhD or a Doctorate of Public Health (an alternative research degree targeted to practitioners), at the University of London or elsewhere.

Graduate employment routes

The programmes will be relevant for those wishing to increase their potential for career development in public health in humanitarian crises at a community, hospital or district level, in research, in ministries of health or other health or development related organizations. In practice, graduates may be better positioned after the programme to progress to leadership positions at country- or global level (e.g. health coordinators or health advisers), either with an operational / management remit or within a more technical speciality area.

The Alumni Community

Upon finishing a course of study, students automatically become members of the University of London Alumni community, a diverse network of more than one million graduates over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni webpage.

Follow the alumni community on social media: Facebook, Instagram, LinkedIn