



**UNIVERSITY
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MEDICINE



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	PHM107
Module Title	Foundations for Health Promotion
Module Organiser(s)	Emilie Karafillakis
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	<p>Public Health & Policy: The London School of Hygiene & Tropical Medicine</p> <p>https://www.lshtm.ac.uk/research/faculties/php</p>
FHEQ Level	Level 7
Credit Value	<p>CATS: 10</p> <p>ECTS: 5</p>
HECoS Code	101317 : 101307 : 100798
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials (Virtual Learning Environment)
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	<p>This module is available to students registered for the DL PG Certificate/PG Diploma/MSc in Public Health programmes. This module is compulsory for students studying the Health Promotion stream of the MSc Public Health. Alternatively, it can also be taken as an individual module.</p>
Module Description	This module provides students with an overview of the different concepts and theories of health promotion.



Duration	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle and the module textbook will be made available in either e-format or hard copy, 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)	Status
This module is linked to the following programme(s)	
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>This module aims to:</p> <ul style="list-style-type: none"> improve students' understanding of the origins and purpose of health promotion and of the theories that inform health promotion activities.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Describe the origins of health promotion; Describe and compare the different ways in which 'health' can be defined, and identify the implications of this for health promotion; Define and critically evaluate the key theories and concepts that inform health promotion and relate these to specific health promotion approaches and methods; Apply health promotion theories in the design and implementation of health promotion strategies and interventions; Locate these theories and concepts within contemporary debates in health promotion.



Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- The nature of health and health promotion;
- Determinants of health and their role in health promotion interventions;
- Theories and concepts addressing individual-level and community-level behaviour change;
- Addressing health inequalities in health promotion;
- Whole population and targeted approaches to health promotion.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	70
Self-directed learning	0	0
Assessment, review and revision	30	30
Total	100	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. The textbook that supports this module provides a detailed set of learning objectives at the start of each chapter, and also offers focused reading and various learning activities. 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.

Self-reflection and interaction with other students are crucial components of this module. Students are asked to use discussion forums on Moodle, moderated by tutors, to raise questions, reflect on the study materials or discuss their personal experiences. Participation in online Collaborate Sessions is also expected. Finally, students will be required to write short reflective blogs, sharing their thoughts and reflections on each topic of the module.

Student support is available from the module tutors through the Moodle discussion forums and scheduled Collaborate 'live-chat' sessions on specific topics. Module tutors provide asynchronous feedback for all students via the online discussion forums and offer



Teaching and Learning Strategy

individual feedback on a formative (non-assessed) assignment submitted by the student. Tutorial support is available from the beginning of October through to the end of May.

Assessment

Assessment Strategy

A formative assessment is offered to encourage students to test their new knowledge and receive individual feedback. The formative assessment is optional and will not count towards a student's final grade.

The summative assessment of this module is by a two hour-15 minute written examination (100%). Students are advised to spend the first 15 minutes reading the paper and planning responses.

Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Exam	2-hour 15 minute	100	All

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

Module Specification 2020-21 – PHM107



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

- A brief study guide for the module;
- The textbook *Health Promotion Theory* edited by Liza Cragg, Maggie Davies and Wendy Macdowall;
- An online reading list with 2-3 required readings and 3-7 optional readings for each topic within the module;
- A list of useful websites;
- Screencasts, activities, discussion forums, reflective blogs and other resources;
- Access to the LSHTM online library resources.

Please note the textbook will be made available in e-format or hard copy. All other materials may be accessed via the LSHTM VLE – Moodle.

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.