MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	1123
Module Title	Issues in Public Health
Module Organiser(s)	Professor Mark Petticrew and Dr Vanessa Er
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 10 **ECTS:** 5
HECoS Code	101317 : 100648 : 100473
Term of Delivery	Term 1
Mode of Delivery	For 2022-23 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	TBD
Target Audience	This module is designed for students wishing to understand the development, conceptual basis, and evidence for effectiveness of policies designed to promote health of populations, and whose aim is to contribute to population health in high or middle income countries. The focus is mainly, but not exclusively, on middle- and high-income countries.

Module Description	This module is designed for students wishing to understand what public health is, and learn to evaluate the broader drivers of population health, how to measure their impact, and to influence policies that affect health.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2022

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health (General)	Compulsory
MSc Public Health (Environment & Health)	Compulsory
MSc Public Health (Health Economics)	Compulsory
MSc Public Health (Health Promotion)	Compulsory
MSc Public Health (Health Services and Management)	Compulsory
MSc Public Health (Health Services Research)	Compulsory
MSc Health Policy, Planning & Finance	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • This module is designed to give an answer to the question "what is public health?" and to introduce the main concepts, principles and practices of public health, illustrated by selected major topics in high and middle income countries.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Explain the philosophy underpinning public health action, how it has evolved and how to apply it to health policies; 2. Interpret and evaluate work that applies key public health approaches, including describing patterns of health in populations, assessing disease burden, and assessing health impacts of policies in other sectors; 3. Communicate to others the major threats to health and their distribution within populations.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • The evolution and conceptual basis of public health • The ways of describing patterns of health and disease in defined populations • The broader determinants of health and their importance • Leading threats to health • Impact of health threats on population health • Interventions to counter health threats

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	27	27%
Directed self-study	25	25%
Self-directed learning	16	16%
Assessment, review and revision	32	32%
Total	**100**	**100%**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy
Teaching is by online and in-person lectures; Q and A sessions; facilitated structured seminars; structured, and self-directed learning.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA. The formative assessment will take place as a MCQ progress test in Week 6 (after reading week) **For students registering in 2022-23**: The summative assessment for this module will be a timed examination in week 10, term 1. **For students initially registered prior to 2022-23**: The summative assessment for this module will be by timed, open-book examinationas part of summer examinations in June 2023.

Summative Assessment for students registering in 2022-23

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written Exam	1 question, 2 hrs to answer, 1000 words maximum	100%	1 – 3

Summative Assessment for students registering prior to 2022-23

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Timed, open-book examination	1000 words	100%	1 – 3

Resitting assessment
Resits will accord with the LSHTM's [Resits Policy](#) Students registering in 2022-23: The Resit assessment will be the same assessment type as the first attempt. Students registering prior to 2022-23 will resit the exam.

Resources

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. 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 who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the LSHTM Disability Support pages.