



PROGRAMME SPECIFICATION

1. Overview

Academic Year (student cohorts covered by specification)	2025-26
Programme Title	Public Health (Health Promotion Stream)
Programme Director	Jenny Gosling, Shakoor Hajat, Ford Hickson, Dalya Marks, Wendy Macdowall Stream Advisor: Peter Weatherburn
Awarding Body	University of London
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Public Health and Policy
Length of Programme (months)	MSc - Full time = 12 months, Part time = 24 months
Entry Routes	MSc
Exit Routes	MSc/PGDip/PGCert
Award Titles	MSc Public Health (Health Promotion Stream) (180 credits) Exit awards: PGDip Public Health (Health Promotion Stream) (120 credits) PGDip Public Health (60 credits)
Accreditation by Professional Statutory and Regulatory Body	N/A
Relevant PGT QAA Benchmark Statement and/or other	No applicable benchmark statement.



external/internal reference points	
Level of programme within the Framework for Higher Education Qualifications (FHEQ)	Masters (MSc) Level 7
Total Credits	CATS:180 ECTS: 90
HECoS Code(s)	101317:100270:101307 (1:1:1)
Mode of Delivery	This programme is based at LSHTM in London and delivered by predominantly face-to-face teaching modes.
Mode and Period of Study	Full time (12 months) or part time/split time (max 24 months)
Cohort Entry Points	Annually in September
Language of Study	English
Re-sit Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf
Programme Description	<p>This programme covers the whole breadth of public health, encompassing high-, middle- and low-income countries.</p> <p>On successful completion of the programme, students will receive a Master's degree in Public Health (Health Promotion).</p> <p>This stream provides a sound understanding of the theoretical and empirical basis of health promotion, equipping students with the conceptual and practical skills to design and evaluate health promotion interventions and programmes. Health promotion draws on ideas from sociology, psychology,</p>



	anthropology, education, epidemiology and other disciplines to understand how the health of populations can be maintained and strengthened.
Date of Introduction of Programme (month/year)	September 2004 The last periodic review of the programme stream occurred in 2023-24.
Date of production / revision of this programme specification (month/year)	August 2024

2. Programme Aims & Learning Outcomes

Educational aims of the programme
The aim of the programme – consistent with the LSHTM’s mission to improve health and health equity worldwide – is to provide students with a sound understanding of the theoretical and empirical basis of health promotion, and to equip them with the conceptual and practical skills to design and evaluate health promotion policies and programmes. Health promotion draws on ideas from sociology, psychology, anthropology, education, epidemiology and other disciplines to understand how the health of populations can be maintained and strengthened.
Programme Learning Outcomes
By the end of the programme, students are expected to achieve the following learning outcomes – drawing on material taught across different elements and assessed in a variety of ways. Core: <ul style="list-style-type: none"> i) Demonstrate an understanding of the concepts, principles and practices of public health. ii) Demonstrate ability to apply knowledge of the core disciplines of public health (epidemiology, statistics, and social research) to real-world health problems. iii) Develop competence in critically evaluating and communicating research evidence.



- iv) Demonstrate an understanding of the relationship between research evidence and policy/practice.
- v) Develop skills to produce (design, plan, conduct) a substantive piece of original work that contributes to public health.

Stream Specific:

- i) Develop an understanding of the values and theories which inform health promotion activities.
- ii) Gain a critical appreciation of a range of approaches and methods for promoting health, at the individual, community and population levels.
- iii) Understand and be able to apply knowledge of health promotion to the design and planning of evidence-based health promotion programmes.

Teaching and Learning Strategy

The programme is taught through a variety of teaching methods including: lectures, small group seminars, practical, and groupwork with peers. All elements of the programme have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

Assessment Strategy

Students are assessed through (1) individual module assessments (which may be an essay or other written assignment, short written tests, a groupwork report or presentation, or other method) and (2) an independent project report. These tasks are designed to assess, via the most appropriate method, whether learning objectives have been met.

3. Programme Structure and features, modules, credit assignment and award requirements:

Full-time Masters	Term 1	Term 2	Term 3	Total Credits
Compulsory Modules	5	1	1	80
Recommended Modules	1	3		55
Projects			1	45
Total credits	60	60	60	180

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in [Chapter 3 of the LSHTM Academic Manual](#). Optional (i.e. recommended non-compulsory) modules listed are indicative and may change from year to year.

<https://www.lshtm.ac.uk/study/courses/changes-courses>



Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
1	AB1	1103	Introduction to Health Economics	Recommended	10
1	AB1	1104	Principles of Social Research	Compulsory	10
1	AB1	1107	Health Services	Recommended	10
1	AB1	1109	Foundations for Health Promotion	Compulsory	10
1	AB1	1117	Health Policy, Process & Power	Recommended	10
1	AB1	1121	Basic Statistics for Public Health & Policy	Compulsory	10
1	AB1	1123	Issues in Public Health	Compulsory	10
1	AB1	1125	Environment, Health and Sustainable Development	Recommended	10
1	AB1	2001	Basic Epidemiology	Compulsory	10
2	C1	1807	Health Promotion Approaches and Methods	Compulsory	15
2	C2	1401	History & Health	Recommended	15
2	C2	1402	Conflict & Health	Recommended	15
2	C2	1700	Qualitative Methodologies	Recommended	15
2	C2	2401	Family Planning Programmes	Recommended	15
2	C2	2436	Population, Poverty & Environment	Recommended	15
2	D1	1127	Evaluation of Public Health Interventions	Recommended	15
2	D1	1454	Applied Communicable Disease Control	Recommended	15
2	D1	1802	Medical Anthropology and Public Health	Recommended	15
2	D1	2459	Current Issues in Maternal & Perinatal Health	Recommended	15
2	D1	2472	Social Epidemiology	Recommended	15
2	D2	1301	Environmental Epidemiology	Recommended	15
2	D2	1503	Globalisation & Health	Recommended	15
2	D2	1701	Reviewing the Literature	Recommended	15
2	D2	1804	Sexual Health	Recommended	15



2	D2	3189	Ethics, Public Health & Human Rights	Recommended	15
3	E	1806	Integrating Module: Health Promotion	Compulsory	15

Contact Time

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 on-campus lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision and external fieldwork or visits, as well as where tutors are available for one-to-one discussions and interaction by email. Module contact time will be defined in the individual module specifications and provided to students at the start of their programme.

This definition is based on the one provided by the [Quality Assurance Agency for Higher Education \(QAA\) Explaining contact hours \(2011\) guidance document, page 4 available here](#). Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together to support effective learning.

The London School of Hygiene and Tropical Medicine (LSHTM) defines high quality contact time as structured, focused, purposeful and interactive.

4: Entry Requirements

Please refer to the programme's entry requirements [here](#).