



## PROGRAMME SPECIFICATION

### 1. Overview

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



<b>external/internal reference points</b>	
<b>Level of programme within the Framework for Higher Education Qualifications (FHEQ)</b>	Masters (MSc) Level 7
<b>Total Credits</b>	CATS:180 ECTS:90
<b>HECoS Code(s)</b>	101317:100270:101307 (1:1:1)
<b>Mode of Delivery</b>	This programme is based at LSHTM in London and delivered by predominantly face-to-face teaching modes.
<b>Mode and Period of Study</b>	Full time (12 months) or part time/split time (max 24 months)
<b>Cohort Entry Points</b>	Annually in September
<b>Language of Study</b>	English
<b>Re-sit Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf</a>
<b>Extenuating Circumstances Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf</a>
<b>Programme Description</b>	<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 Services Management).</p> <p>This stream draws on a wide range of disciplines that enable students to develop knowledge, understanding and capability in various methods and fields of study relevant to health services management. It is aimed at those who plan a career in management in high-, middle- and low-income countries.</p>



<b>Date of Introduction of Programme (month/year)</b>	September 2004  The last periodic review of the programme stream occurred in 2023-24.
<b>Date of production / revision of this programme specification (month/year)</b>	August 2024

## 2. Programme Aims & Learning Outcomes

<b>Educational aims of the programme</b>
<p>The aim of the programme – consistent with the LSHTM’s mission to improve health and health equity worldwide – is to provide a foundation for the understanding of health services leadership, management and organizations. The stream draws on a wide range of academic disciplines and enables students to develop knowledge, understanding and capability in various scientific methods and fields of study relevant to strategic and operational management. The stream is aimed at health service managers, planners and policy-makers or those who plan a career in these fields. The stream is applicable to high-, middle- and low-income countries.</p>
<b>Programme Learning Outcomes</b>
<p>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.</p> <p>Core:</p> <ol style="list-style-type: none"> <li>i) Demonstrate an understanding of the concepts, principles and practices of public health.</li> <li>ii) Demonstrate ability to apply knowledge of the core disciplines of public health (epidemiology, statistics, and social research) to real-world health problems.</li> <li>iii) Develop competence in critically evaluating and communicating research evidence.</li> <li>iv) Demonstrate an understanding of the relationship between research evidence and policy/practice.</li> <li>v) Develop skills to produce (design, plan, conduct) a substantive piece of original work that contributes to public health.</li> </ol>



Stream Specific:

- i) Analyse how health services function, understand the reasons they have developed in the way they have and evaluate possible solutions to persistent health problems.
- ii) Be more effective managers by drawing on, and putting to practical use, insights from research on organisations, and management.
- iii) Be able to apply and integrate the skills and knowledge necessary for the effective management of health services.

**Teaching and Learning Strategy**

The programme is taught, through a variety of teaching methods including: lectures, small group seminars and group work 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). (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 (CATS)
Compulsory Modules	5	1	1	80
Recommended Modules	1	3		55
Project			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>



<b>Term</b>	<b>Slot</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Module Type (compulsory or recommended)</b>	<b>Credits (CATS)</b>
1	AB1	1103	Introduction to Health Economics	Recommended	10
1	AB1	1104	Principles of Social Research	Compulsory	10
1	AB1	1107	Health Services	Compulsory as either/or with Health Policy, Process & Power	10
1	AB1	1109	Foundations for Health Promotion	Recommended	10
1	AB1	1117	Health Policy, Process & Power	Compulsory as either/or with Health Services	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	1400	Health Care Evaluation	Recommended	15
2	C2	1700	Qualitative Methodologies	Recommended	15
2	C2	1808	Health Systems	Recommended	15
2	D1	1403	Organisational Management	Compulsory	15
2	D2	1503	Globalisation & Health	Recommended	15
2	D2	1606	Health Decision Sciences	Recommended	15
3	E	1607	Health Services Leadership	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 \(2011\)](#). 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](#).