MODULE SPECIFICATION

Academic Year	2026-27
Module Code	PHM107
Module Title	Foundations for Health Promotion
Module Organiser(s)	John Kunda and Maggie Davies
Contact email	For students studying University of London awards (initial registration 2025/2026 and prior years): Enquiries may be made via their Student Advice Centre at: Student Advice Centre. For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: PHsupport@lshtm.ac.uk
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 10 **ECTS:** 5
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	This module is available to students registered for the DL PG Certificate / PG Diploma / MSc in Public Health programmes. For students who first registered for the MSc Public Health (UoL) prior to 2026/27 the module is compulsory for students studying the Health Promotion stream. Alternatively, it can also be taken as an individual module.
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, once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until they complete their assessment. However, students are encouraged to commence their studies in October and work steadily through the materials over the course of the academic year and must adhere to other assessment submission deadlines.
Last Revised (e.g. year changes approved)	May 2026

For students studying UoL awards (initial registration in 2025/2026 and prior years)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert and PGDip Public Health (Distance Learning - University of London Worldwide)	Elective
MSc Public Health (General Stream) (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Health Economics (Distance Learning - University of London Worldwide)	Elective

For students studying LSHTM awards (registration in 2026/2027 and onwards)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/PGDip/MSc Public Health (Distance Learning)	Elective
PGDip Public Health (Distance Learning)	Elective
MSc Public Health (Distance Learning)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
This module aims to: • Improve students' ability to explain the origins and purpose of health promotion and apply theories to inform health promotion activities.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Explain the origins and concepts of modern health promotion; 2. Describe and compare the different ways in which 'health' can be defined, and identify the implications of this for practical health promotion; 3. Define and critically analyse key theories and concepts that inform health promotion and relate these to specific health promotion approaches and methods; 4. Apply health promotion theories in the design and implementation of health promotion strategies and interventions; 5. Explain how different theories and concepts are situated 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 online webinar discussion 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 online webinar discussion sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. Written feedback is provided on submitted assignments.

Teaching and Learning Strategy
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 webinar discussion 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 webinar 'live-chat' sessions on specific topics. Module tutors provide asynchronous feedback for all students via the online discussion forums and offer 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 FA deadline is 31 March. The summative assessment is an assessed assignment (100%) to be submitted no later than May 31st (including resits).

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	1850 or 2000 words depending on referencing system used. Note: details about what to include in the word count and the referencing style to be used are provided in the Assignment Instructions. Students should follow these.	100	All

Summative assignments for this module can be submitted only once annually, no later than **31 May** and must be submitted via the online Assignment Management System.

Resitting assessment
Resits will accord with Chapter 8b of the LSHTM Academic Manual.

Resitting assessment
The Resit assessment will be the same time and assessment type as the first attempt (see previous table).

Resources

The following materials are provided to students after registration and fee payment for this module in 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.

All materials are provided in e-format and 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, the option to listen to recordings of selected lectures taking place in London. In this module, materials provided include a textbook that is made available to students in 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. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students studying University of London awards (initial registration 2025/2026 and prior years): For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at: Inclusive practice and Access arrangements | University of London

For students studying LSHTM awards (registration 2026/2027 and onwards): 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.