MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	1123
Module Title	Issues in Public Health
Module Organiser(s)	Elizabeth McGill and Vanessa Er
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 10 **ECTS:** 5
Term of Delivery	Term 1
Mode of Delivery	This module is planned to be delivered in person for intensive face-to-face MSc students and by synchronous online delivery for online intensive MSc students For all students, teaching will comprise a combination of live and interactive activities (synchronous learning), as well as 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)	200
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 and reduce health inequities. 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 determinants of population health and the inequitable distribution of health outcomes.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2026

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Public Health	Compulsory
MSc Climate Change & Planetary Health (Online Intensive)	Compulsory
MSc Climate Change & Planetary Health (In-person Intensive)	Compulsory
MSc Health Policy, Planning & Finance	Semi-compulsory

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 mostly high- and middle-income countries.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Explain the philosophy underpinning public health action, how it has evolved and how to apply it to health policies; 2. Apply public health frameworks and models to explain and analyse public health issues and outline health impacts of policies in other sectors; 3. Describe and evaluate the evidence base for the determinants of health and addressing health inequities.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • The evolution and conceptual basis of public health; • The determinants of health and their importance; • The inequitable distribution of health outcomes; • The production and valuing of evidence and knowledge; • Topical major public health issues and their impacts on population health; • Interventions to address public health challenges.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	25%
Directed self-study	27	27%
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 (for students on the in person or online provision), such as lectures, seminars, demonstrations, tutorials, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Teams) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

Teaching and Learning Strategy
Teaching is by in-person or live-streamed lectures; facilitated structured seminars; and directed self-study 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 will be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA. The formative assessment, in the form of a mock summative assessment, will be introduced in Week 5 and to be submitted in Week 7. The summative assessment for this module will be a timed assessment in week 0, term 2.

Summative Assessment

Assessment Type	**Assessment Length** (i.e. Word Count, Length of presentation in minutes)	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Timed, open-book assessment	2 hours to answer 1 question (from a choice of 2) in 1000 words maximum (including references)	100%	1 – 3

Resitting assessment
Resits will accord with Chapter 8a of the LSHTM Academic Manual The Resit assessment will be the same assessment type as the first attempt.

Resources

Indicative reading list
The 3rd edition of the textbook written for the distance learning version of this module, published in 2022, includes all of the content of this module, plus a little more. This is McKee M, Krentel A (eds). Issues in Public Health. McGraw Hill, 2022.

Those wishing to read beyond the module may find the following of interest:

Kawachi I, Lang I, Ricciardi W (eds). Oxford handbook of public health practice. 4th edition. Oxford University Press, 2020. This contains practical guidance for those working in public health.

Tulchinsky T, Varavikova E. The new public health. 3rd Edition. Elsevier, 2014 (a new edition should be published soon - this is one of the standard texts covering the spectrum of public health issues and a valuable resource to dip into)

Other resources
Moodle online discussion board; Moodle-posted recorded lectures and other linked further reading material.

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.