



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	1109
Module Title	Foundations for Health Promotion
Module Organiser(s)	Laurence Blanchard and Neisha Sundaram
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
Term of Delivery	Term 1
Mode of Delivery	This module will be delivered predominantly face-to-face. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification, these will be delivered predominantly face-to-face. 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)	96
Target Audience	This module is intended for students interested in health promotion. It assumes no prior experience in the field, but it is also designed to provide structure and frameworks in which to ground previous experience. The module is relevant to those who have lived and/or worked in low, middle and high-income countries This is the first of three optional modules on health promotion, and it is a pre-requisite for the other two modules.

Module Description	This module introduces key theories and concepts for health promotion. Students will learn to think critically, explain and discuss what affects health, health behaviours and health inequalities. They will also learn how to apply and critically appraise theories to specific topics, populations and settings.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2026

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: equip students to debate, apply and think critically about health promotion theories and interventions, and advocate for best practice.

Module Intended Learning Outcomes
Upon successful completion of the module, students should be able to: 1. Debate, using appropriate theories, frameworks and concepts, how various factors affect health, health behaviours and health inequalities; 2. Select, apply and critique health promotion theories, frameworks and concepts to develop, justify or evaluate interventions to address specific health issues in different contexts; 3. Advocate for the use of best practice health promotion interventions and for those with less voice and/or power.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: - The history of health promotion - What is meant by 'health' and the nature and purpose of health promotion - Theories of health inequalities and interventions to reduce inequalities - Theories of behaviour change (at the individual, community and structural levels) - Social norms and how they affect health and health behaviours

Session Content
• Ethics & health promotion • Health promotion policy advocacy and activism

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	27	27%
Directed self-study	20	20%
Self-directed learning	25	25%
Assessment, review and revision	28	28%
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 will include nine lectures, six small-group seminars and plenaries. The seminars will include short presentations by students to their seminar group, small group work and group discussions with the whole seminar group. The plenary sessions include an introduction to the module, guidance for the assessment, and presentations by selected students at the end of the module. Students are expected to have read at the minimum the essential readings on a topic, prior to attending the related lecture and seminar. Students are expected to attend all lectures and seminars, and to give a presentation to their seminar group.

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. The summative assessment will be a written coursework with distinct sub-questions to answer, with each sub-question being worth a percentage of the overall grade. Answers

Assessment Strategy

should be 1,500 words maximum in total, excluding references. It will be released to students in week 6, and the deadline for submission will be in week 10.

Only the grade for summative assessment will go towards the overall award GPA.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written Coursework	1,500 words maximum	100%	1 to 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 (see previous table).

Resources

Indicative reading list

The textbook *Health Promotion Theory* edited by Cragg, Davies and Macdowall and published by the Open University Press provides many relevant readings for the module.

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 (in pdf format). All lectures are recorded and made available on Moodle up to a week in advance of the seminar on that topic. 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](#).