PROGRAMME SPECIFICATION

1. Overview

Programme Title	Postgraduate Certificate (PGCert) in Public Health - In-person
Academic Year	2027-28
Cohort Entry Points	Annually in September
Programme Directors	TBC
Awarding Body	London School of Hygiene & Tropical Medicine
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Public Health and Policy
Length of Programme	Full time = minimum 4 months Part time = minimum 8 months
Mode of Delivery	Intensive In-person (synchronous study, part-time and full-time)
Maximum period of registration	Intensive: Full-time 3 years / Part-time 5 years
Language of Study	English
Entry Requirements	Please refer to the specific programme entry requirements here.
Award Titles	Postgraduate Certificate in Public Health
Total Credits	**CATS:** 60 **ECTS:** 30
Accreditation by Professional Statutory and Regulatory Body	N/A
Relevant PGT QAA Benchmark Statement and/or other	N/A

external/internal reference points	
Framework for Higher Education Qualifications Level (FHEQ)	Level 7
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
Date of Introduction of Programme	Revalidated 2027/28 First launched 2004-05

2. Programme Description, Aims & Learning Outcomes

Programme Description
In the PGCert in Public Health programme, students engage with the core disciplines of public health to develop a systematic and critical understanding of key concepts, methodologies, and analytical frameworks that can be applied to complex health contexts. This programme is aimed at current and future professionals, including practitioners and policy makers, involved in public health at a community, hospital or district level, or other health- or development-related organisations. In a rigorous educational programme, students will develop specialist and transferable skills that will deepen their understanding, enhance their professional practice and increase their potential for career development in public health fields. The PGCert is a standalone qualification and a potential pathway to the PGDip or MSc in Public Health.
Educational aims of the programme
The PGCert in Public Health programme empowers students with the critical core knowledge and analytical skills required to systematically evaluate, analyse, and address the health of populations and particular groups within them.

We achieve this by:

- contributing to the training of current and future public health leaders via an emphasis on the skills required for successful public health careers;
- delivering teaching via our huge array of staff engaged in public health research across the globe.

Programme Learning Outcomes

By the end of the PGCert programme, students should be able to:

1. Demonstrate breadth of knowledge across all the main components of public health and apply this to diverse health challenges, populations and contexts.
2. Critically analyse health issues, policies and systems using interdisciplinary public health perspectives.
3. Advocate for equitable public health decision-making in policy and practice, through applying and communicating ethical reasoning and evidence.
4. Display compassion, integrity and reflective practice when collaborating effectively and inclusively to solve public health problems.

Teaching and Learning Strategy

In keeping with LSHTM's core mission to improve health worldwide, teaching and learning in the programme focuses on developing the knowledge, skills and aptitudes students require to improve the health of populations and particular groups within them.

Throughout teaching in the Programme, colonial legacies are addressed through learning materials and teaching strategies that embrace and critique different ways of knowing and take account of the power and positionality of researchers and professionals.

Teaching and learning is designed on the principle that understanding is built actively and reflectively, through engagement with foundational concepts, critical interrogation of ideas, and application to real-world public health contexts.

Students learn through a combination of live and recorded lectures, interactive seminars, practicals, groupwork, supervision and self-access resources on the VLE. Lectures introduce core topics, frame debates, and

provide a shared foundation that students subsequently interrogate and build on through interactive sessions and independent study. Seminars and practicals engage students in applied groupwork activities such as structured discussions, collaborative problem-solving and peer learning activities. The programme draws on the diverse backgrounds, experiences and perspectives of its cohorts to foster dialogue and exchange, so students can learn from diverse perspectives while developing the skills to articulate their viewpoint.

Self-access resources, including worksheets and problem sets, engage students in directed self-study alongside an expected element of self-directed learning, fostering independence and self-direction. Reflective practice is developed through reflexive prompts, tasks and toolkits embedded throughout learning processes.

Assessment Strategy

A varied approach to assessment is used across the programme to reflect the breadth of subject learning and to enable students to demonstrate achievement in a variety of ways. The assessment diet is coordinated across the programme to avoid over assessment, disproportionate weightings, and redundancy.

Assessment approaches are selected to align with module and programme learning outcomes and to scaffold the development of students understanding and skills over time:

- To develop and test students' knowledge and understanding of core public health principles, written assessments (some of which may be time-limited) and quizzes and tests are used in both formative and summative ways. All summative assessments are open-book.
- To develop and test analytical and problem-solving skills, students engage with problem-based assessments and applied tasks.
- To develop and test applied understanding in practice-oriented contexts, authentic assessments are used, including project proposals, policy briefs and professional reports.
- To foster professional skills - including communication and collaboration, and ethical and reflective practices - students undertake individual or group presentations and assessments that test the ability to convey complex information concisely and with integrity.

Formative opportunities are provided for students to check their understanding of key content, practise key skills and receive feedback ahead

of summative tasks. Feedback on both formative and summative work is aligned with assessment criteria, to enable students to understand performance standards, identify areas for improvement, and apply learning to subsequent tasks. Students are guided on the responsible use of Generative AI in assessments.

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

Full-time Masters	Term 1	Term 2 or 3	Total Credits
Compulsory Modules	4	0	60

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. Elective modules listed are indicative and may change from year to year. https://www.lshtm.ac.uk/study/courses/changes-courses

PGCert Compulsory Modules*

Module Code	Module Title	Module Type	Credits (CATS)
TBD	Promotion, Prevention, and Protection*	Compulsory	15
TBD	Health Economics, Systems, and Policy*	Compulsory	15
TBD	Social Research Methods for Public Health*	Compulsory	15
TBD	Epidemiology & Statistics for Public Health 1*	Compulsory	15

*all modules will be taught in A/B term 1

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.