PROGRAMME SPECIFICATION

1. Overview

Programme Title	Postgraduate Diploma (PGDip) 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 8 months Part time = minimum 16 months
Mode of Delivery	Intensive In-person (synchronous study, part-time and full-time)
Maximum period of registration	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 Diploma in Public Health Exit Awards: Postgraduate Certificate in Public Health (60 credits)
Total Credits	**CATS:** 120 **ECTS:** 60
Accreditation by Professional Statutory and Regulatory Body	N/A
Relevant PGT QAA Benchmark	N/A

Statement and/or other 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 PGDip in Public Health programme, students will explore the fundamentals of public health to gain a broad base of essential knowledge and skills that can be applied widely in 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 PGDip is a standalone qualification and a potential pathway to the MSc in Public Health.
Educational aims of the programme
The PGDip in Public Health programme empowers students with the knowledge and skills required to apply evidence to improve 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 PGDip 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 and specialist skills in conditions of uncertainty and complexity.
3. Advocate for equitable public health decision-making in policy and practice, through applying and communicating ethical reasoning and evidence synthesis.
4. Display compassion, integrity and reflective practice when collaborating effectively and inclusively with stakeholders 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 and 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		60
Recommended Modules		4	60
Total Credits	60	60	120

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

PGDip 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

Indicative list of Elective Recommended Modules

Term	Slot	Module Code	Module Title	Module Type	Credits (CATS)
2	C1	1701	Reviewing the Literature	Recommended	15
2	C1	TBC	Epidemiology & Statistics for Public Health 2	Recommended	15
2	C1	1808	Health Systems	Recommended	15
2	C2	1700	Qualitative Methodologies	Recommended	15
2	C2	TBD	Health Policy, Process and Power	Recommended	15
2	C2	TBD	Economic Evaluation Evidence	Recommended	15
2	C2	2472	Social Epidemiology	Recommended	15
2	D1	1802	Medical Anthropology and Public Health	Recommended	15
2	D1	1402	Conflict & Health	Recommended	15
2	D1	1504	Economic Analysis for Health Policy	Recommended	15
2	D1	2423	Research Design & Analysis	Recommended	15
2	D1	TBD	Statistics for Epidemiology and Population Health 2 (STEPH2) (Pre-requisite ^)	Recommended	15
2	D1	2611	AI in Health: Principles and Applications	Recommended	15
2	D2	1804	Sexual Health	Recommended	15
2	D2	1503	Globalisation and Health	Recommended	15
2	D2	2437	Epidemiology of Infectious Diseases	Recommended	15
2	D2	1301	Environmental Epidemiology	Recommended	15
3	D2	2442	Nutrition Related Chronic Diseases	Recommended	15
3	D2	3189	Ethics, Public Health & Human Rights	Recommended	15
2	E1	1606	Health Decision Science	Recommended	15
3	E1	1127	Evaluation of Public Health Interventions	Recommended	15

3	E1	TBD	Designing and Delivering Public Health Interventions	Recommended	15
2	E1	2407	Epidemiology of Non-Communicable Diseases	Recommended	15
3	E2	TBD	Urban Environmental Health Policy	Recommended	15
3	E2	1454	Applied Communicable Disease Control	Recommended	15
3	E2	1608	Principles and Practice of Public Health	Recommended	15
3	E2	2412	Statistics for Epidemiology and Population Health 3 (STEPH3) (pre-requisite *)	Recommended	15
3	E2	3198	Applying Public Health Principles	Recommended	15

Pre-requisite ^ is Epidemiology & Statistics for Public Health 2
Pre-requisite * is Statistics for Epidemiology and Population Health 2 (STEPH2)

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.