PROGRAMME SPECIFICATION

1. Overview

Programme Title	Postgraduate Certificate (PGCert) in Public Health by Distance Learning
Academic Year	2027-28
Cohort Entry Points	Annually in October
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	Minimum 12 months Maximum 60 months
Mode of Delivery	Distance learning
Maximum period of registration	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-08b.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 at LSHTM, 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.

Each module is supported by a package of high quality and engaging online resources and activities which students work through at a time convenient to themselves, allowing students to fit their studies around other commitments and avoid time zone concerns.

The programme prioritises self-directed learning, recognising that students often bring prior experience to their studies. Flexible, asynchronous resources,

including interactive workbooks, academic readings, short-form video and curated links to external resources, are designed to develop and extend students' knowledge and enable deep engagement at their own pace.

Students are challenged to move beyond comprehension and apply their knowledge to realistic problems and contexts. Learning includes tasks that mirror the analytical and evaluative demands of public health work, including data-based exercises, authentic problem-based scenarios, and research and critical evaluation tasks. Self-review activities such as quizzes, mini understanding checks and reflective blogs provide regular opportunities for students to gauge their understanding and consolidate their learning.

While self-directed learning is a priority, the programme recognises that learning is deepened through dialogue. Opportunities to learn as part of an academic community are, therefore, dispersed throughout the learning experience. All modules use discussion forums to create a space for sustained tutor and peer exchanges, as well as collaborative sense-making. Webinars are provided at key learning stages, including assessment preparation, giving students timely access to academic guidance and support. To ensure equitable access, recordings of live sessions are made available to all students.

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:

PGCert	15-Credit Modules	Total Credits
Compulsory 15-credit Modules	4	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

Contact time

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. In the context of distance learning this encompasses where tutors are available for one-to-one and group discussions online, interaction by email, discussion forums, and project supervision. 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.