



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	1109
Module Title	Foundations for Health Promotion
Module Organiser(s)	Emily Warren, Laurence Blanchard and Neisha Sundaram
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
HECoS Code	101317 : 101307 : 100798
Term of Delivery	Term 1
Mode of Delivery	This module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. 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 compulsory for students taking the Health Promotion stream of the MSc in Public Health and optional for other Public Health streams and MScs.
Module Description	This module introduces key concepts for health promotion. Students will learn to think critically about what affects health and health behaviours. They will learn how to apply theories to specific topics, populations or settings. They will gain experience and develop skills in discussing and explaining complex concepts.

Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2025

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health (Health Promotion)	Compulsory
MSc Public Health	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Services and Management)	Recommended
MSc Public Health (Health Services Research)	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> ensure students can debate, apply and think critically about health promotion theories and interventions, and advocate for best practice.

Module Intended Learning Outcomes
<p>Upon successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"> debate, using appropriate language and terminology, how various factors affect health and health behaviours; critically apply health promotion theories, frameworks and concepts in order to develop, justify or evaluate interventions to address specific health issues in different contexts; explain the different ways those engaged in health promotion or allied roles can work, at different levels and with different actors and organisations, to improve health; 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
- Interventions to address social determinants of health
- 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 be by face-to-face lectures and seminars. There will be nine lecture sessions and six small-group seminars which will include short presentations from students to their seminar group, as well as group work and discussion. There will also be an introductory plenary session, and a final plenary of selected student presentations towards the end of the module.

Students are expected to have read at least the essential readings on a topic, prior to related lecture and seminar. Students are expected to attend all lectures and seminars.

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 an essay question with a maximum length of 1500 words. It will be released to students in week 6 for submission in week 10 of term 1.

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
Essay	1500 words maximum	100%	1 to 4

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](#).