



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	1806
<b>Module Title</b>	Integrating Module: Health Promotion
<b>Module Organiser(s)</b>	Chris Bonell and Peter Weatherburn
<b>Faculty</b>	Public Health & Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317 : 101307 : 100648
<b>Term of Delivery</b>	Term 3
<b>Mode of Delivery</b>	For 2025-26 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).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	Foundations of Health Promotion (1109) Health Promotion Approaches and Methods (1807)
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (maximum number of students)</b>	24
<b>Target Audience</b>	This module is compulsory for students taking the Health Promotion stream of the MSc Public Health. It will also be of interest to any other student seeking a career in health promotion or public health especially those with an interest in commissioning, designing, implementing or evaluating health promotion programmes.



<b>Module Description</b>	The module is designed to consolidate student learning across the Health Promotion Stream via work in small groups to plan and pitch a health promotion programme of the groups' choosing against an invitation to tender. Groups will be required to design and plan all operational elements of the potential programme (including staffing, budget and monitoring and evaluation elements) and justify the choices made.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	E
<b>Last Revised</b>	August 2025

<b>Programme</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health (Health Promotion stream)	Compulsory
MSc Public Health	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>To help students draw together and apply the knowledge and skills acquired in preceding modules and apply them to the design and planning of an evidence-based health promotion programme.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student should be able to: <ol style="list-style-type: none"> <li>1. Consider critically how to use evidence and theory to design (and sell) health promotion interventions and programmes.</li> <li>2. Identify and execute all the steps involved in developing a bid to fund a health promotion programme.</li> <li>3. Understand the importance of and be able to describe methods to manage project implementation including budgets and staffing.</li> <li>4. Understand the purpose of monitoring and evaluation and be able to plan and develop monitoring frameworks and useful evaluations.</li> <li>5. Prepare a proposal for a health promotion intervention or programme of interventions.</li> </ol>



## Indicative Syllabus

### Session Content

The module will include 8 lectures and associated group-work sessions.

The module is expected to cover the following topics:

- Describing health promotion interventions and programmes
- Stages of intervention design, including tendering, needs assessment, evidence review, programme and intervention planning, and budgeting
- Using evidence alongside theory to develop health promotion interventions and prepare written tenders
- Employing project management and budgeting skills to facilitate realistic implementation plans, including intervention transfer and scale-up
- Developing useful monitoring frameworks and planning potential evaluations

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	45	30%
Directed self-study	26	17%
Self-directed learning	29	19%
Assessment, review and revision	50	33%
<b>Total</b>	<b>150</b>	<b>100%</b>

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**

The module involves a combination of lectures and small group work. Lectures include consideration of case studies from high and low-income settings. Lecturers include LSHTM staff as well as external speakers with experience from government, academic and voluntary sectors.

Students work together in small groups (3-4-5 people) to prepare and present a proposal for a health promotion intervention or programme. Working in small groups students must prepare and present a 3,500-word funding proposal for a health promotion programme. The proposal will be presented to an invited panel during a mock interview. Each group must submit the written tender revised in the light of the panel's comments and feedback, together with an individually prepared 700-1000-word assessment of the strengths and weakness of the groups proposed intervention (*an Individual Critical Limitations Analysis*).

### **Assessment**

#### **Assessment Strategy**

Working in small groups of 3-4-5, students must prepare and present a 3,500-word funding proposal for a health promotion programme. The proposal must be presented to an invited panel during a mock tender interview (15 minute presentation, 15 minute Q&A). The group will submit the written tender revised in the light of the panel's comments and feedback, together with an individually prepared 700-1000-word assessment of the strengths and weakness of the groups proposed intervention (*an Individual Critical Limitations Analysis*). Each group of students shares a mark (0-5) for their final written group tender. The *Individual Critical Limitations Analysis* will receive an additional grade-point (0-5) based on comprehensiveness in identifying the most important limitations of the intervention designed and presented in their own group exercise. The Group Tender contributes 65%, and the *Individual Critical Limitations Analysis* contributes 35% of the final GPA for the module.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Individual written assessment	700 - 1000 words	35%	1,2,3,4
Group Presentation	Group presentation - 15 minutes and 15 minute Q&A	Included in group work	5
Group Work	3500 words	65%	1,2,3,4,5

### Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Individual and Group work	Individual essay	2000 words

## Resources

### Indicative reading list

- Foundations for health promotion by Naidoo J and Wills J. Fifth edition. Elsevier, 2022.
- Health Promotion Practice, edited by Nutland W and Cragg L. Second edition, Maidenhead: McGraw Hill Education/Open University Press, 2015.
- Health promotion planning and strategies by Green J, Cross R, Woodall J and Tones K. Fourth edition, Sage, 2019.
- Ewles & Simnett's Promoting Health: A Practical Guide, updated by Scriven A. Seventh edition, Elsevier, 2017.



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).