PROGRAMME SPECIFICATION

1. Overview

Programme Title	Global Health Policy
Academic Year	2026-27
Cohort Entry Points	Annually in October
Programme Directors	Preslava Stoeva, Emma Hutchinson
Awarding Body	London School of Hygiene & Tropical Medicine
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Public Health and Policy
Length of Programme	2-5 years
Mode of Delivery	Distance Learning
Maximum period of registration	5 years or two years for credit-bearing individual modules.
Language of Study	English
Entry Requirements	Please refer to the specific programme entry requirements here.
Award Titles	Postgraduate Diploma in Global Health Policy Exit Awards: Postgraduate Certificate in Global Health Policy (60 credits)
Total Credits	**CATS:** 120 **ECTS:** 60
Accreditation by Professional Statutory and Regulatory Body	N/A
Relevant PGT QAA Benchmark Statement and/or	N/A

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-08b.pdf
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf
Date of Introduction of Programme	2011

2. Programme Description, Aims & Learning Outcomes

Programme Description
The LSHTM Postgraduate Diploma in Global Health Policy offers an in-depth exploration of the political, economic, and environmental factors shaping health policy globally. Students use analytical tools to critically assess policy responses to complex global health challenges such as health inequities, climate change, and pandemic preparedness. With a curriculum grounded in interdisciplinary methods, real-world applications and research informed teaching, the Postgraduate Diploma enables students to engage with global health debates and contribute to evidence-informed policy development. The diploma is ideal for professionals seeking to strengthen their expertise in global health policy and provides a flexible route for progression to the MSc in Global Health Policy.
Educational aims of the programme
The Global Health Policy programme aims to facilitate students' understanding of key political and economic factors affecting health policy and related decision-making. Students will explore key global health challenges from diverse perspectives, analyse national and international policy responses, and their impact on improving health and health equity. The Postgraduate Diploma is designed to develop interdisciplinary understanding of the key issues, institutions, and processes shaping health

policy in a global context. The programme equips students with advanced knowledge, analytical and practical skills needed to critically engage with complex global health challenges such as health inequities, health care provision, mental health, migration, climate change, control of communicable diseases, and pandemic preparedness. The programme will prepare students to contribute to evidence-informed policy development, advocacy, and take up roles across governmental, non-governmental, and international organisations.

Programme Learning Outcomes

The learning outcomes of the programmes are as follows:

1. Apply knowledge and understanding of concepts from the disciplines of economics and politics to analysis of global health issues
2. Analyse and critically discuss complex policy questions and demonstrate awareness of current policy debates related to global health threats
3. Formulate proposals and justify policy responses to address contemporary global health policy challenges
4. Demonstrate originality and integrated use of advanced knowledge by critically evaluating relevant literature and communicating findings effectively

Teaching and Learning Strategy

The programme is delivered through LSHTM's Virtual Learning Environment (VLE), Moodle using a variety of study resources including session notes, a selection of full-text essential and recommended readings, and study activities. Each GHM module is made up of individual sessions.

Each session would usually contain:

- Overview
- Aim of the session;
- Intended learning outcomes;
- Session notes (or textbook chapter);
- Activities to help students self-evaluate their understanding of the material and critical skills, spaced within the sessions. Students are invited to discuss their answers and ideas on the session discussion forums; and
- Summary containing the key learning points of the session;
- A reference list.

Full-text essential and recommended readings are provided for each session in the Library section of each module zone of LSHTM Moodle, using Leganto. Essential readings are a compulsory part of the study materials, while recommended readings are provided for further reference and research.

Students are encouraged to communicate with tutors and fellow students via LSHTM Moodle in module specific, web-based discussion forums. In this way, students can ask questions, engage in discussion, and develop and negotiate conclusions with others (peer to peer learning) which are key components in the acquisition of knowledge, understanding and transferable skills. Students are also invited to participate in optional real time webinars or listen to recordings of these.

Study materials for cross-programme elective modules may be presented differently.

Advice and practical information such as study techniques, planning and preparation for assessment is available in the GHP Student Handbook, available to students after registration on the GHM Student Zone on LSHTM Moodle and in the Academic Writing Handbook. Learning is asynchronous and students are expected to manage their own learning and study schedule in accordance with their other commitments. Academic advice can be sought by posting queries on Moodle or by contacting the programme support team at any stage of the academic year. Since assignment submission deadlines are fixed annually, students are expected to plan their learning with a view to meeting these deadlines.

Assessment Strategy

Student learning will be evaluated by a range of methods, including formative assignments, assessed assignments and time-limited assessments.

Formative Assignments (FAs) are available for students to complete in some GHM1 modules. FAs can be submitted only once a year, please check individual module specification documents for submission deadlines. These do not count towards the final award, but students are strongly encouraged to complete these. FAs give students an opportunity to (i) apply subject-specific knowledge and skills, allowing them to review their progress and understanding, (ii) highlight to tutors any difficulties relating to the study materials, and (iii) receive detailed personal tutorial feedback on their work and any highlighted issues.

Some modules are assessed in part or fully by written assessed assignments (AAs). AAs can be submitted only once a year, please check individual module specification documents for assignment instructions and submission deadlines. They give students an opportunity to discuss issues in depth, encouraging independent thinking and judgement, as well as to apply

knowledge and skills taught in the module in a practical way that sometimes reflects a real-life scenario. Some assessed assignments may involve group work.

Time-limited assessments take place on one occasion each year, normally in June and consist of questions that evaluate students' attainment of the module intended learning outcomes. These include expectations of attainment of appropriate knowledge and understanding of the material, as well as critical, analytical and independent thinking skills. The way that students manage data, solve problems, evaluate ideas and the organisational skills they use to structure answers allows for further assessment of the standard of their academic and transferable skills.

For further information on assessment and assessment weighting for particular modules, please check the relevant Module Specification.

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

The Postgraduate Diploma Global Health Policy consists of:

- Four compulsory GHM1 modules (60 credits in total)
- Four elective modules (60 credits in total)

PGDip	Compulsory Modules	Elective Modules	Total Credits
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

Module Code	Module Title	Module Type	Credits (CATS)
GHM101	The Economics of Global Health Policy	Compulsory	15
GHM102	The Politics of Global Health Policy	Compulsory	15
GHM103	Environmental Change and Global Health Policy	Compulsory	15
GHM104	Issues in Global Health Policy	Compulsory	15
CTM203	Project Management and Research Coordination	Elective	15

CTM204	Regulatory Affairs, Good Clinical Practice and Ethics	Elective	15
CTM205	Data Management	Elective	15
EPM101	Fundamentals of Epidemiology	Elective	15
EPM307	Global Epidemiology of Non-communicable Diseases	Elective	15
GHM201	Health Systems	Elective	15
GHM202	Global Mental Health	Elective	15
GHM203	Research Design and Methods for the Analysis of Global Health Policy	Elective	15
GHM204	Law and Global Health Policy	Elective	15
IDM202	Nutrition and Infection	Elective	15
IDM213	Immunology of Infection and Vaccines	Elective	15
IDM301	Epidemiology and Control of Infectious Diseases	Elective	15
IDM501	HIV	Elective	15
IDM502	Tuberculosis	Elective	15
IDM503	Malaria	Elective	15
PHM201	Health Decision Science	Elective	15
PHM205	Environmental epidemiology	Elective	15
PHM207	Health Care Evaluation	Elective	15
PHM211	Medical Anthropology in Public Health	Elective	15
PHM213	Principles and Practice of Health Promotion	Elective	15
PHM214	Conflict and Health	Elective	15
PHM215	History and Health	Elective	15
PHM218	Applied Communicable Disease Control	Elective	15

The module specifications for all DL modules can be accessed here.

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.