### Programme Specification

**MSc Public Health for Development 2017-18**

For prospectus details about the programme, please see [www.lshtm.ac.uk/study/masters/msphdc.html](http://www.lshtm.ac.uk/study/masters/msphdc.html)

### AWARD DETAILS

**Title and name of final award(s)**  
Master of Science (MSc) Public Health for Development

**Level of the programme**  
All modules and awards offered under the programme are at Level 7 (also known as ‘M’ Masters level) of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).  

**Relevant QAA subject benchmark**  
Not applicable

For more information on subject benchmarking, please see [http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)

**Awarding body:**  
University of London

- **Registering body:** The London School of Hygiene & Tropical Medicine (LSHTM)
- **Examination body:** The London School of Hygiene & Tropical Medicine (LSHTM)

For more information on LSHTM and the University of London, please see [www.lshtm.ac.uk](http://www.lshtm.ac.uk) and [www.lon.ac.uk](http://www.lon.ac.uk)

**Accreditation by professional or statutory body (if applicable)**  
This course is accredited by the Agency for Accreditation of Public Health Education in the European Region (APHEA) which is the accreditation body of the Association of Schools of Public Health in the European Region (ASPHER).

For information on APHEA, please visit [aphea.net/](http://aphea.net/)

**Language of study and assessment**  
English

Please see ‘English language requirements’ further below regarding the standard required for entry.

### ADMISSIONS INFORMATION

**General entrance requirements**  
Applicants must normally satisfy LSHTM’s general entrance requirements and additional programme-specific entrance requirements to be considered for admission. Applications must be submitted in accordance with the procedures and deadlines given in the web-based or printed prospectus.
In order to be admitted to a postgraduate taught degree programme of the London School of Hygiene & Tropical Medicine, an applicant must:

- **a)** hold a first degree at Second Class Honours standard in a relevant discipline, a degree in medicine at the same standard, or another degree of equivalent awarded by an overseas institution recognised by UK Naric or Barrons.

OR

- **b)** hold a professional qualification appropriate to the programme of study to be followed obtained by written examinations and judged by the School to be equivalent to a Second Class Honours degree or above.

OR

- **c)** have relevant professional experience or training which is judged by the School to be equivalent to a Second Class Honours degree or above.

AND

satisfy any additional requirements where prescribed for admission to a specific programme.

**Additional information**

Additionally, for the MSc Public Health for Development successful candidates are expected to have two years’ professional experience in Public Health–related activities in a low or middle-income country.

For further information, please see [www.lshtm.ac.uk/study/applications/ptg_admissions_policy_2017_18.pdf](www.lshtm.ac.uk/study/applications/ptg_admissions_policy_2017_18.pdf)

**English language requirements**

It is essential to have an excellent command of the English language to benefit from studying for the programme. All students will be required to obtain an acceptable score in an approved English language test if their first language is not English or if their studies at university have not been conducted wholly in the medium of English. Any English language tests must have been taken no more than two years before the date a student commences the programme. LSHTM may also request that an applicant take a test even if the above conditions have been met.

For up-to-date information on language requirements, please see [www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf](www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf)

Please note that there are different English language requirements for Tier 4 Visa applicants and non-Tier 4 visa applicants.

For further information, please see [www.lshtm.ac.uk/study/faq/english_requirements.html](www.lshtm.ac.uk/study/faq/english_requirements.html)

**Financial requirements**

All students are required to have sufficient funds to cover programme tuition fees, living expenses and any travel and project costs for the duration of their studies. Tuition fees are payable in full on registration. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

For up-to-date information on fees and costs, please see [www.lshtm.ac.uk/study/funding/index.html](www.lshtm.ac.uk/study/funding/index.html) and click on ‘Tuition Fees and Expenses’.

**Students with disabilities (including dyslexia and mental health issues)**

LSHTM welcomes applications from students with disabilities – which may include sensory impairment (visual/hearing), mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g.
dyslexia or dyspraxia), Asperger Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The School aims to offer as much appropriate assistance as possible to accommodate individual needs, and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the ‘Equal Opportunities’ and ‘Investigating Access’ forms), and let the Registry know if anything further can be done to make the application and selection process as accessible as possible. This helps the School to ensure that applicants’ specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the School can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Adviser can answer queries and provide confidential advice at any point. Any special arrangements, for example regarding examinations, may be made via the Student Adviser.

Please see further information www.lshtm.ac.uk/study/support/disability/index.html. Applicants should e-mail registry@lshtm.ac.uk with any specific queries. Registered students should contact disability@lshtm.ac.uk

Intake quota
Numbers admitted each year are limited. Applications for places are reviewed and offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year. Applicants wishing to be considered for School scholarships are advised to apply by no later than 1st March for studies starting in September.

For information about sources of funding and scholarships, please see www.lshtm.ac.uk/study/funding/

PROGRAMME AIMS AND OBJECTIVES

Educational aims of the programme
The aim of the programme, consistent with LSHTM’s mission to improve health worldwide, is to equip students with skills needed to appreciate and analyse public health problems in low-income countries, and to design and evaluate actions to improve public health. The course considers issues of health, development and the provision of health services from a multidisciplinary perspective. Public Health for Development students have substantial experience of planning or implementation of public health programmes, of teaching or public-health-related research in low-income countries. We complement formal teaching with peer-to-peer learning that builds on this professional experience.

By the end of the programme, students will able to:

- demonstrate knowledge, understanding and skills in core public health disciplines;
- demonstrate knowledge and understanding of a range of current issues and topics related to public health in low- and middle-income settings;
- apply public health knowledge and skills to identify and assess public health problems in low- and middle-income countries;
- formulate appropriate public health strategies to control health problems and promote health in low- and middle-income countries;
- evaluate actions designed to improve public health in low- and middle-income countries;
- frame knowledge of public health within a development context.

For further information, please see www.lshtm.ac.uk/study/masters/msphdc.html
Learning, teaching and assessment methods
The programme is taught using a range of teaching methods including: lectures, small group seminars, practicals, and group-work with peers. All elements of the programme have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

The programme is assessed through individual module assessments (which may include essays, other written coursework, short written exams, practical exams, group-work, presentations or other methods), formal summer exams, and a project report. Such tasks are designed to assess, using the most appropriate method, whether learning objectives have been met.

For further information, please see www.lshtm.ac.uk/edu/qualityassurance/qualitymanagement.html

Learning outcomes
By the end of the programme, students will be expected to achieve the following learning outcomes – drawing on material taught across different elements and assessed in a variety of ways.

Please note that modules listed below may be subject to change.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Programme element</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrate knowledge, understanding and skills in core public health disciplines</td>
<td><strong>Compulsory Modules:</strong> Extended Epidemiology (2007); Statistics for EPH (2021); Principles of Social Research (1104); Health Policy, Process and Power (1117); Introduction to Health Economics (1103).</td>
<td>Formative assessment during term time, summative unseen written exams in the summer.</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Modules:</strong> Design &amp; Analysis of Epidemiological Studies (2417); Qualitative Methodologies (1700); Statistical Methods in Epidemiology (2402); Economic Evaluation (1501). Project report</td>
<td>In-course assessment for optional modules using a variety of approaches 10,000 word project report</td>
</tr>
<tr>
<td>• demonstrate knowledge and understanding of a range of current issues and topics related to public health in low- and middle-income settings;</td>
<td><strong>Optional Modules:</strong> Epidemiology &amp; Control of Malaria (3195); Maternal &amp; Child Nutrition (2440); Conflict and Health (1402); Family Planning Programmes (2401); Health Systems (1608); Current Issues in Safe Motherhood &amp; Perinatal Health (2459); Tropical Environmental Health (3434); Globalisation &amp; Health (1503); Applying Public Health Principles in Developing Countries (3198); Global Health Lecture Series (2019). Project report</td>
<td>In-course assessment using a variety of approaches; no assessment of Global Health Lecture series. 10,000 word project report Summer examinations</td>
</tr>
<tr>
<td>• apply public health knowledge and skills to identify and assess public health problems in low- and middle-income countries;</td>
<td><strong>Optional Modules:</strong> Research Design &amp; Analysis (2423); Study Design: Writing a Study Proposal (2400); Current Issues in Safe Motherhood &amp; Perinatal Health (2459); Epidemiology &amp; Control of Communicable Diseases (2437); Applying Public Health Principles in Developing Countries (3198); Global Health Lecture Series (2019). Summer project</td>
<td>In-course assessment using a variety of approaches; no assessment of Global Health Lecture series. 10,000 word project report Summer examinations</td>
</tr>
<tr>
<td>• formulate appropriate public health strategies to control health problems and promote health in low- and middle-income countries;</td>
<td><strong>Optional Modules:</strong> Designing Disease Control Programmes in Developing Countries (3457); Medical Anthropology and Public Health (1802); Epidemiology &amp; Control of Communicable Diseases (2437). Project report</td>
<td>In-course assessment using a variety of approaches. 10,000 word project report Summer examinations</td>
</tr>
</tbody>
</table>
- evaluate actions designed to improve public health in low- and middle-income countries.

Optional Modules: Ethics, Public Health & Human Rights (3189); Evaluation of Public Health Interventions (1127); Designing Disease Control Programmes in Developing Countries (3457); Study Design: Writing a Study Proposal (2400); Conflict and Health (1402); Current Issues in Safe Motherhood & Perinatal Health (2459); Economic Evaluation (1501); Epidemiology & Control of Communicable Diseases (2437); Globalisation & Health (1503); Reviewing the Literature (1701); Applying Public Health Principles in Developing Countries (3198); Global Health Lecture Series (2019); Student Seminar Series.

Project report.

Optional Modules: Tropical Environmental Health (3434); Design & Evaluation of Mental Health Programmes (2342); Ethics, Public Health & Human Rights (3189); Global Disability and Health (3461); Globalisation and Health (1503); Applying Public Health Principles in Developing Countries (3198); Student Seminar Series.

Project report.

(v) frame knowledge of public health within a development context.

Optional Modules: Ethics, Public Health & Human Rights (3189); Evaluation of Public Health Interventions (1127); Designing Disease Control Programmes in Developing Countries (3457); Study Design: Writing a Study Proposal (2400); Conflict and Health (1402); Current Issues in Safe Motherhood & Perinatal Health (2459); Economic Evaluation (1501); Epidemiology & Control of Communicable Diseases (2437); Globalisation & Health (1503); Reviewing the Literature (1701); Applying Public Health Principles in Developing Countries (3198); Global Health Lecture Series (2019); Student Seminar Series.

In-course assessment using a variety of approaches

Student Seminar Series is not assessed.

10,000 word project report

Summer examinations

For further information, please see the programme handbook.

Distinctive features of the programme

The MSc Public Health for Development is distinctive both in terms of its student body and the structure of the course. Public Health for Development students have at least two years’ experience of working in public health, of public health teaching or of research in a low- or middle-income country. We see this experience as a rich resource and in Term 1 a series of seminars is organised in which students learn from one another through presentations and themed discussions on their professional experience. They reflect critically on public health achievements in light of material they study on the course and of the development context.

The course is structured to accommodate the needs of students who come from a range of professional backgrounds and who intend to develop a range of professional skills. We offer an extensive choice of modules and students are guided through these by their personal tutors to build a coherent package to suit their career needs.

There are two ways in which students consolidate their learning from the course. First, at the end of the teaching year, Public Health for Development students are encouraged to take the unifying module: Applying Public Health Principles in Developing Countries. Secondly students write a research report in which they examine in depth a subject of their choice, through the analysis of data, a literature review, a policy report or by writing a research proposal.

Since the student body is a key resource on this course, we enhance group identity by organising two over-night stays away from London, one at the beginning and one at the end of the course.

For further information, please see www.lshtm.ac.uk/study/masters/msphdc.html

LEARNING TIME

Modes of study and duration of study

The main part of the programme is taught ‘face-to-face’ at LSHTM in London. There is also a limited opportunity to take some LSHTM modules via distance learning, as ‘blended learning’ options.

After the end of formal teaching in May, the final part of the programme is a period of up to three months intensive project work. If appropriate, part or the whole of the project period may be spent away from the School, whether in the UK or abroad, but this must be agreed with the personal total and course directors.
The programme may be taken on a full-time, part-time or split-study basis, as follows:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Standard period of registration</th>
<th>Maximum period of registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (involves attending the School five days each week during term-time)</td>
<td>1 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Part-time (involves attending the School at least two days each week during term-time)</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Split study* (involves attending the School five days each week during term-time, with a one-year gap part-way through the programme)</td>
<td>2 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

The standard period of registration is also the minimum. Any exemptions from this must be agreed on an individual basis.

* Students taking the programme by split study over two years attend full-time for part of Year 1, then take a one-year break, and undertake the remainder of the programme in Year 2. The split can occur at any module or slot end-point between the end of Term 1 and the end of formal teaching in May, by prior arrangement with the Course Director. With split study, Paper 1 of the formal exams will normally be taken at the end of Year 2, but may be taken at the end of Year 1 after discussion and agreement with the relevant Course Director. Paper 2 must normally be taken at the end of Year 2, and the project report must normally be undertaken in Year 2.

Mode of study information is also given at [www.lshtm.ac.uk/study/modeofstudy/index.html](http://www.lshtm.ac.uk/study/modeofstudy/index.html)

**Estimated number of study hours**

This master’s level programme comprises 1,800 notional learning hours (180 UK credits), based on a mix of contact teaching time, directed study, and self-directed study time plus assessment.

- It is generally expected that full-time students will spend on average 35-40 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 30 hours of contact time within the School and 10 hours of self-directed study.
- Part-time students usually study approx. 18-20 hours per week over two years, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the School and 5 hours of self-directed study.
- Split study is expected to require the same amount of study time as full-time study during periods of active registration at the School, but there is no required time commitment during the one-year break.

For further guidance on study patterns, please see the programme handbook.

**CREDIT AND ASSESSMENT REQUIREMENTS**

**Credit scheme**

The programme operates a credit system which is consistent with the Higher Education Credit Framework for England, and compatible with the European Credit Transfer and Accumulation System (ECTS). LSHTM credits are awarded for successful completion of modules and the project – all of which are at Level 7, Masters level, of the Framework for Higher Education Qualifications in England (FHEQ).

Award of the MSc degree is based on successfully obtaining 180 credits in total, equivalent to 90 ECTS credits. It is normally required that all credits be obtained from approved LSHTM modules.

Further information about the credit systems used by universities in the UK and Europe is available in:

Assessment
Assessment at LSHTM uses a Grade Point Average (GPA) scheme, running from 5 (excellent) to 0 (very poor fail) and with a pass threshold of 2 (satisfactory).
For students who have obtained sufficient credit and are hence due an award, degree classifications of Pass or Distinction are determined by combining grades from modules, exams and the project to calculate a degree GPA.
Details of how degree GPA is calculated, and the GPA required to obtain a Distinction, are given in the detailed award scheme for the programme at [www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourseregulations/index.html](http://www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourseregulations/index.html)

Programme components and requirements
The programme is split into 3 major assessed components:

<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Oct-Dec) plus summer exams</th>
<th>Terms 2 &amp; 3 (Jan-May)</th>
<th>Term 3 (June-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>A range of taught modules of different sizes</td>
<td>5 individual taught modules</td>
<td>Research project</td>
</tr>
<tr>
<td>Credits</td>
<td>60 credits (awarded as a block)</td>
<td>75 credits (15 credits per module)</td>
<td>45 credits (a single piece of work)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Unseen written exams in the summer (Papers 1 &amp; 2)</td>
<td>In-course assessment for each module</td>
<td>Project report (c. max. 10,000 words)</td>
</tr>
<tr>
<td>Grades to be awarded credits</td>
<td>Marks required: Papers combined = ≥ 2, with Paper 1 = ≥ 1 and  Paper 2 = ≥ 1</td>
<td>A minimum mark of 2 is required for each module; one module with a mark of 1 to 1.99 can be compensated provided the combined GPA for the 5 modules is ≥ 2</td>
<td>A minimum mark of 2 is required.</td>
</tr>
</tbody>
</table>

CALENDAR AND CURRICULUM

Study calendar
The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

Term 1 (Autumn) runs from September to December (12 weeks total).
- There is a compulsory orientation and induction week for new students at the beginning of term, during the week before teaching starts.
- During the orientation period students and staff go on a two-day retreat outside London. The purpose is for students to develop a sense of group coherence, to learn about each other’s professional background and experience, to form themed seminar groups and to spend social time together.
- Formal teaching then runs for 5 weeks, followed by a Reading Week in early November (which may include some specific programme-level sessions), then a further 5 weeks of teaching.

Term 2 (Spring) runs from January to March (11 weeks total).
- In the first 5 weeks, two modules are taken; one in the ‘C1’ slot running from Monday through to Wednesday morning, and one in the ‘C2’ slot running from Wednesday afternoon through to Friday.
- This is followed by a Reading Week in early February. Cross-cutting skills sessions are offered during Reading Week.
- In the next 5 weeks, the 'D1' slot runs from Monday to Wednesday morning, and in the ‘D2’ slot runs from Wednesday afternoon to Friday.

**Term 3** (Summer) runs from April to September (5 weeks teaching, 2 weeks run-up to examinations, plus approximately 11 further weeks intensive project work).

- In the first 5 weeks, a final module is taken in the ‘E’ slot running from Wednesday afternoon to Friday, Monday to Wednesday is dedicated to programme-level sessions and project preparation.
- When teaching finishes, there is a short gap for exam support and revision before the exams in early June.
- There is a retreat after the examinations for students to relax, look back over the year and complete a course evaluation.
- After the exams, project work takes place in earnest from June to early September, the project report hand-in date.

Specific term dates are available at [www.lshtm.ac.uk/study/termdates/](http://www.lshtm.ac.uk/study/termdates/); more detailed guidance and deadlines are given in the programme handbook.

### Modules

Modules are taken over all three terms. Those available through the programme are categorised as either compulsory (core modules), recommended (obvious choices highly relevant to the programme) or optional (alternative modules which may be more relevant to individual students’ interests).

An **example** of available modules for this course might be:

<table>
<thead>
<tr>
<th>Term</th>
<th>Compulsory modules</th>
<th>Recommended modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>• Extended Epidemiology</td>
<td>Student seminar series</td>
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<tr>
<td></td>
<td>• Health Policy, Process &amp; Power</td>
<td>Global Health Lecture series</td>
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<td></td>
<td>• Introduction to Health Economics</td>
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<td></td>
<td>• Principles of Social Research</td>
<td></td>
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<tr>
<td></td>
<td>• Statistics for EPH</td>
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<tr>
<td>**Term 2,</td>
<td>• Designing Disease Control Programmes in Developing Countries</td>
<td>• Drugs, Alcohol and Tobacco</td>
</tr>
<tr>
<td>C1 slot</td>
<td>• Economic Evaluation</td>
<td>• Epidemiology &amp; Control of Malaria</td>
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<tr>
<td></td>
<td>• Health Promotion Approaches and Methods</td>
<td>• Maternal &amp; Child Nutrition</td>
</tr>
<tr>
<td></td>
<td>• Research Design &amp; Analysis</td>
<td>• Research Design &amp; Analysis</td>
</tr>
<tr>
<td></td>
<td>• Sociological Approaches to Health</td>
<td>• Study Design: Writing a Study Proposal</td>
</tr>
<tr>
<td>**Term 2,</td>
<td>• Conflict and Health</td>
<td></td>
</tr>
<tr>
<td>C2 slot</td>
<td>• Design &amp; Analysis of Epidemiological Studies</td>
<td></td>
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<tr>
<td></td>
<td>• Family Planning Programmes</td>
<td></td>
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<tr>
<td></td>
<td>• Health Systems</td>
<td></td>
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<tr>
<td></td>
<td>• History &amp; Health</td>
<td></td>
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<tr>
<td></td>
<td>• Population, Poverty and Environment</td>
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<tr>
<td></td>
<td>• Qualitative Methodologies</td>
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<tr>
<td></td>
<td>• Statistical Methods in Epidemiology</td>
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<tr>
<td>**Term 2,</td>
<td>• Applied Communicable Disease Control</td>
<td></td>
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<tr>
<td>D1 slot</td>
<td>• Control of Sexually Transmitted Infections</td>
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<td></td>
<td>• Current Issues in Safe Motherhood &amp; Perinatal Health</td>
<td></td>
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<tr>
<td></td>
<td>• Economic Analysis for Health Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Epidemiology of Non-Communicable Diseases</td>
<td></td>
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<tr>
<td></td>
<td>• Medical Anthropology and Public Health</td>
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<td></td>
<td>• Nutrition in Emergencies</td>
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</tbody>
</table>
### Term 2, D2 slot

- Design & Evaluation of Mental Health Programmes
- Environmental Epidemiology
- Epidemiology & Control of Communicable Diseases
- Ethics, Public Health & Human Rights
- Global Disability and Health
- Globalisation & Health
- Reviewing the Literature
- Sexual Health

### Term 3, E-slot

- Applying Public Health Principles in Developing Countries

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**In addition:**

- Training sessions covering computing, basic maths skills, English for academic purposes, using library resources, study skills and more are offered during the programme of the year (most being available from early in Term 1).
- Students are strongly encouraged to attend the Global Health Lecture Series which runs weekly during term-time in Terms 1 and 2.

Further details about modules are given in the programme handbook and in the LSHTM-wide module handbook available at [www.lshtm.ac.uk/study/msc_module_handbook/](http://www.lshtm.ac.uk/study/msc_module_handbook/)

### Formal summer examinations

The formal examinations held in Term 3 consist of two unseen written examinations, known as Papers 1 and 2. Each exam lasts three hours. Paper 1 examines specific content from Term 1 teaching, while Paper 2 tests a student's ability to integrate knowledge acquired during the whole programme.

Further details about summer exams are given in the programme handbook.

### Project report

As the last major component of the programme, students undertake a research project on a topic relevant to Public Health in low-income countries, assessed through a report. The project should be an independent piece of work, appropriately guided and supported by a supervisor and other relevant staff. The topic should be identified and a project proposal drawn up during Term 2, for approval by the project supervisor and the Course Director. There are four types of project for Public Health for Development students to choose from: data analysis (qualitative or quantitative, primary data collection or secondary analysis of existing data); a critical review of the literature; a policy report; a project proposal. While students are strongly encouraged to prepare for their projects in term 2, substantive work, including any travel or fieldwork, should start after the exams in the summer. The final report, to be submitted at the beginning of September, should be between 7,000 and 10,000 words long.

Criteria and further details about projects are given in the project handbook for the programme.
### Re-sits

Public Health for Development students follow the School policy on re-sits of modules, examinations and project reports. For students who require a second attempt to pass a module, these assessments normally take place in September following submission of the project report. Second attempts at Paper 1 or Paper 2 (the summer exams) take place at the time of summer examinations in the following academic year (usually early June). The requirements for a second attempt at the project report will be decided by the course Exam Board.

The School’s re-sits policy is available at [www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf](http://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf)

### STUDENT SUPPORT, GUIDANCE AND RESOURCES

#### Student charter

LSHTM has a student charter which summarises the standards of service the School expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

The LSHTM student charter is available at [www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf). A general summary of support and services offered to students is given at [www.lshtm.ac.uk/study/support/index.html](http://www.lshtm.ac.uk/study/support/index.html)

#### The student community

All students on the programme are members of the LSHTM Students’ Representative Council (SRC). The SRC provides a focus for student opinion and identity across LSHTM, through representation on committees and by acting as a link between staff and students. In addition, the SRC organises LSHTM-wide social and sporting events.

Students on the programme elect representatives to liaise with staff and help communicate student views, as well as to help arrange social activities.

For further information, please see [www.lshtm.ac.uk/edu/src/index.html](http://www.lshtm.ac.uk/edu/src/index.html)

#### Personal tutors

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not about direct teaching – although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

Further details about personal tutoring arrangements are given in the programme handbook.

#### Student advice and counselling

The Student Advice & Counselling Service offers advice and support for any practical or emotional issues students may experience during their time at LSHTM. The Student Adviser can offer impartial advice on a range of issues including accommodation, financial concerns and immigration. The Counsellor is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise.

All appointments with the Student Adviser or Counsellor are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

For further information, please see [https://intra.lshtm.ac.uk/Teaching-and-Support/Student-Advice-and-Counselling/index](https://intra.lshtm.ac.uk/Teaching-and-Support/Student-Advice-and-Counselling/index)
**Healthcare**

LSHTM students can usually register with the Gower Street Medical Centre at 20 Gower Street, which offers an NHS GP (general practitioner) medical service. Alternatively, students can also register with a local NHS GP near their home address.

For further information about the postcodes covered by the Gower Street Medical Centre, please see [intra.lshtm.ac.uk/studentadvice/healthcare/index.html](http://intra.lshtm.ac.uk/studentadvice/healthcare/index.html). For further information about finding a GP near your home address, please see [www.nhs.uk](http://www.nhs.uk).

**Learning resources and facilities**

Students on the programme have access to comprehensive library and IT (computing) resources and facilities, as well as many other standard facilities such as the Refectory, common rooms, etc.

For further information, please see [www.lshtm.ac.uk/library](http://www.lshtm.ac.uk/library) (Library) and [www.lshtm.ac.uk/its](http://www.lshtm.ac.uk/its) (IT Services).

**English language support**

While all students are required to demonstrate English language proficiency in line with the School's minimum requirements in order to be accepted on the programme, LSHTM provides free 'English for Academic Purposes' classes aimed at students whose first language is not English and who would like further support in adjusting to the demanding standards of postgraduate university study in Britain.

For further information, please see [www.lshtm.ac.uk/edu/english.html](http://www.lshtm.ac.uk/edu/english.html).

**Further learning support**

In addition to programme-level activities and academic support from personal tutors and teaching staff, LSHTM offers specific training sessions in areas such as basic maths skills and introductory-level computing. A series of study skills workshops are held throughout the year on topics such as effective reading and coping with exams. Students with disabilities such as dyslexia should contact the Student Adviser for appropriate guidance and support.

For further information, please see [www.lshtm.ac.uk/edu/studyskills.html](http://www.lshtm.ac.uk/edu/studyskills.html). Please also see earlier sub-section on 'Students with disabilities' regarding disability support.

**Careers advice and resources**

The School's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from their first degree and are looking to establish a career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through School-wide events (arranging regular careers fairs and forums, talks by speakers from relevant organisations, and workshops on essential career skills).

The on-site Careers Centre offers a central reference point for job vacancies, careers information and literature and employer information. The LSHTM Careers Service is also part of the Specialist Institutions' Careers Service (SICS) of the University of London Careers Group, and students can access their even more extensive resources.

For further information, please see [www.lshtm.ac.uk/careers](http://www.lshtm.ac.uk/careers) and [www.careers.lon.ac.uk](http://www.careers.lon.ac.uk).

**PROGRAMME QUALITY**

**Quality evaluation and enhancement**

The programme is subject to LSHTM's rigorous quality assurance processes, including both standard annual monitoring and an extensive special review every five years.

As students reach the end of the programme, they are asked to give specific feedback through class discussion sessions and an end-of-programme survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought at
intervals throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the School.

Operation of the programme itself is overseen by a dedicated committee. A range of further LSHTM committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

For further information, please see www.lshtm.ac.uk/edu/qualityassurance

External Examiner

A list of current External Examiners to the School is available at www.lshtm.ac.uk/edu/qualityassurance/external_examiners_list.pdf

The standard of awards is scrutinised by the above External Examiner(s), according to LSHTM policies and procedures consistent with UK national best practice. External Examiners are senior academics from other institutions or subject experts, who provide independent scrutiny of both the setting and marking of assessments. They provide annual reports which are scrutinised both at course level and centrally, and are publicly available via www.lshtm.ac.uk/edu/qualityassurance/annualmonitoring.html.

AFTER GRADUATION

Possible routes to further study

Successful completion of the programme may serve as excellent preparation for students who wish to go on to take a higher degree, such as a PhD, DrPH or MPhil – whether to be undertaken at LSHTM or elsewhere.

For further information on research degrees at LSHTM, please see www.lshtm.ac.uk/study/research/index.html

Possible graduate employment routes

The programme is suitable for those aiming for a career in health service management, in health programmes in low- and middle-income countries, or those who wish to work for international and national NGOs, and in research.

It may be noted that LSHTM has links with the World Health Organisation (WHO Collaborating Centre), UK Department of Health, UK National Health Service and NHS Graduate Scheme, UN High Commission on Refugees, International Committee of the Red Cross, Médecins Sans Frontières, Oxfam, GOAL, Merlin, International SOS, Save the Children, Malaria Consortium, Action Against Hunger, International Medical Corps, DOCS International, Emergency, Medair, Médecins Du Monde, the Bill & Melinda Gates Foundation, the Clinton Foundation HIV/AIDS Initiative, Public Health England, UK National Institute for Health & Clinical Excellence, UK Office for National Statistics, Public Health Resource Unit, UK Civil Service Fast Stream, and amongst many other organisations.

For further information, please see www.lshtm.ac.uk/careers/onlinecareerresources/grad_data_june_2011_update.pdf

The Alumni Association

Membership of the LSHTM Alumni Association is free and open to all former students of LSHTM. This is a diverse community of over 15,000 alumni in more than 180 countries, including local chapters, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.lshtm.ac.uk/alumni or email alumni@lshtm.ac.uk

ABOUT THIS DOCUMENT
This Programme Specification has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure. For further information, please see [www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx)

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