# Programme Specification
## Doctor of Public Health

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

## AWARD DETAILS

<table>
<thead>
<tr>
<th><strong>Title and name of final award(s)</strong></th>
<th>Doctor of Public Health (DrPH)</th>
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</table>

### Level of the programme

All modules and awards offered under the programme are at Level 8 (also known as ‘D’ Doctorate level) of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).

The award of DrPH (Level 8) is based on evidence of the student’s proven demonstration of facility in four distinct areas:

1. The creation and interpretation of new knowledge, through original research or other advanced scholarship;
2. The systematic acquisition and understanding of a substantial body of knowledge;
3. The ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; and
4. A detailed understanding of applicable techniques for research and advanced academic enquiry.


### Relevant QAA subject benchmark

Not applicable

For more information on subject benchmarking, please see [www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)

### 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)

Not accredited by any other body

### 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.

- The normal minimum entrance qualification for registration is at least a minimum of two years’ appropriate experience in public health management and/or leadership and a Master’s degree in a subject appropriate to the course of study to be followed. Applications with an appropriate technical qualification, or equivalent qualification and experience from overseas, are also welcomed.
- Any prospective student who does not meet the above minimum entry requirement, but who has relevant professional experience, may still be eligible for admission. The Registry can advise on eligibility to apply in such cases.

For further information, please see www.lshtm.ac.uk/study/faq/admission.html

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.

Acceptable tests and scores are as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum overall score</th>
<th>Minimum in written component</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS General/Academic *</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Pearson Test of English (PTE Academic)</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>TOEFL Computer</td>
<td>250</td>
<td>5.0</td>
</tr>
<tr>
<td>TOEFL Internet</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Cambridge Advanced English</td>
<td>B</td>
<td>-</td>
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</tbody>
</table>

* Regarding IELTS: in addition to a minimum 7.0 in the written component of the test, students must achieve a minimum score of 5.5 in each of the other three components (listening, reading and speaking).

For further information, please see 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 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](http://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**

There is no specific intake quota for the programme, but numbers admitted each year are limited by the availability of supervisors. Applications for places are reviewed and any 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.

For information about sources of funding and scholarships, please see [www.lshtm.ac.uk/study/funding/](http://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 its graduates with the knowledge and experience to deal with the particular challenges of understanding and adapting scientific knowledge in order to achieve public health gains as well as the analytical and practical skills required by managers and leaders in public health. The rigour and volume of the work are doctoral level, and appropriate to the personal development of senior public health professionals.

For further information, please see [www.lshtm.ac.uk/study/research/](http://www.lshtm.ac.uk/study/research/)

**Learning, teaching and assessment methods**

DrPH compulsory modules are taught through a variety of teaching methods including lectures, seminars and small group work. These modules have specific learning objectives (detailed below), with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study. Modules are assessed through individual written assessments.

The Organisational and Policy Analysis (OPA) project draws on material covered in the DrPH compulsory modules and involves fieldwork within a public health organization. It is assessed through a written report of no more than 12,000 words analyzing an aspect of the work of the host organization.

The DrPH thesis must be a high quality piece of research. Assessment is by a research thesis not exceeding 50,000 words, including tables, figures and footnotes, and its defence in an oral examination.
For further information, please see [www.lshtm.ac.uk/edu/qualityassurance/qualitymanagement.html](http://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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Programme element</th>
<th>Assessment methods</th>
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<tbody>
<tr>
<td><strong>Taught component 1</strong>: By the end of the module students should be able to:</td>
<td>Evidence Based Public Health Practice (EBPHP) Module</td>
<td>Two written assignments at end of module</td>
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<tr>
<td>i. Acquire and evaluate the quality of existing evidence (e.g. on effectiveness, acceptability and cost) related to public health policies and interventions;</td>
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<td>ii. Distinguish between generating evidence, eliciting values and making decisions;</td>
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<td>iii. Undertake a systematic review of existing studies, draw out the policy implications, and assess the quality and relevance to policy of such reviews;</td>
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<td>iv. Make persuasive recommendations for policy and/or practice change to improve the public health based on the best evidence available;</td>
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<td>v. Demonstrate a thorough understanding of the dynamics of the relationship between the worlds of research, and policy and practice in the field of public health;</td>
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<tr>
<td>vi. Use their understanding of the ways in which different groups involved in public health policy and practice use research evidence to advocate more effectively for the promotion of the public’s health informed by sound evidence.</td>
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<td><strong>Taught component 2</strong>: By the end of the module students should be able:</td>
<td>Understanding Leadership, Management and Organisations (ULMO) Module</td>
<td>One written assignment at end of module</td>
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<tr>
<td>i. Demonstrate a critical understanding of different theories concerning the way people working in organizations behave as individuals and in groups</td>
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<td>ii. Cite empirical examples from health sector organisations to support their analyses</td>
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<tr>
<td>iii. Describe theoretical explanations of how organisational structures, processes and culture can influence professional and managerial behaviour and vice versa</td>
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<tr>
<td>iv. Demonstrate understanding of the nature of power and politics within and between organisations and how this effects leadership and managerial decision-making</td>
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<tr>
<td>v. Demonstrate insight and enhanced awareness about yourself as a manager and leader through an assessment of your personal management and leadership styles</td>
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| vi. Demonstrate an understanding of the role of the external environment in the management of organisations. |
| vii. Apply critical thinking and reasoning to the assessment of organizational behaviour. |

**OPA project:**
The overarching purpose of the OPA project is to analyze and evaluate how public health organizations function to influence public health policy and/or deliver public health goals. Specific OPA objectives will vary depending on the topic and methodology of the project in question. Learning outcomes will vary accordingly although in all cases OPA project students should be able to:

1. Describe the context and key influences on policy in relation to the specific public health issue and organization chosen for the project. 
2. Assess the extent to which organizational factors and/or external relationships constrain or enhance the organisation's ability to deliver its mandate. 
3. Develop clear, actionable policy or practical recommendations to increase the effectiveness of the organization in influencing or delivering its public health goals. 
4. Demonstrate experience in applying policy science and/or organizational management theories to the critical analysis of a real world organizational case study.

**OPA project**
- This is intended to be practical and to provide advice to the organization. It must also be soundly informed by theory and evidence.

**Submission of an OPA report not exceeding 12,000 words.**

**Research Project:**
1. As for a PhD, the purpose of the DrPH research project is to enable students to develop as competent independent researchers. By the end of their studies students should be able to effectively plan and undertake independent research and develop key transferable skills. More specifically students should be able to:
   - Demonstrate the acquisition & development of new knowledge through the framing and implementation of original research; 
   - Critically evaluate the research literature in a chosen field in terms of concepts, methods and research practice; 
   - Develop and present an original research proposal for peer review; this is assessed at the upgrading stage; 
   - Produce a thesis representing the student's independent, original research.

**Research thesis**
- Like a PhD thesis, the DrPH thesis must be a high quality piece of research. However, the volume of work required for the DrPH thesis is substantially less than that of a PhD thesis.

**Submission of a research thesis not exceeding 50,000 words, including tables, figures and footnotes, and its defence in an oral examination.**

For further information, please see the LSHTM programme handbook.
Distinctive features of the programme

The mission of the School is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice. The School has been active at the highest level in this for many years.

The School was rated third in its sector in the 2008 Research Assessment Exercise, and won the 2009 Gates Global Health Award. In presenting the award, Dr. Tachi Yamada, president of the Gates Foundation’s global health program, said: ‘For more than a century, the London School has trained some of the world’s most outstanding public health leaders. The School’s commitment to leadership and cutting-edge research has made an immeasurable contribution to health in developing countries’.

The DrPH programme is intended for leaders and future leaders in global health and public health practice. They face the particular challenge of understanding and adapting scientific knowledge in order to achieve health gain and results. To do this, they need to be equipped with the skills crucial for leadership roles in public health policy and practice, as well as having a deep understanding of research. The DrPH is a unique Programme in this respect, and the intellectual and academic standards of the DrPH are fully equivalent to the PhD.

Distinctive features of the Programme are its links between theory and practice, the flexible nature of learning, and the international nature of the student body. The rigour and volume of the work are doctoral level, which are appropriate to the personal development of senior public health professionals. Opportunities for DrPH training are available in all the School’s departments.

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

LEARNING TIME

Programme components and requirements

The programme is split into three major components. The Taught Component is taught during the first term of the first year. The OPA project (with accompanying Report) is undertaken in the first and second years for full-time students. A Research Project is undertaken and a Research Thesis written up once the OPA project has been completed.

**Taught Component**

The taught component consists of two compulsory core modules, taken in Term 1 of Year One. The submission dates for assignments will vary slightly each year, but all pieces of work required for the two compulsory modules will always have to be submitted **within six weeks of the end of Term 1**. Optional advanced modules may be taken later in the course, selected from those available on the MSc programme, subject to approval from the student’s supervisor. These are normally only taken if and when they are needed to support the OPA project or Research Thesis. They will be included in the Diploma Supplement section of the student’s degree transcript, but their marks do not count towards the Taught Component mark. In addition DrPH students may, on a voluntary basis, attend sessions on the Transferable Skills Programme.

**OPA Project**

Students undertake an OPA project the primary purpose of which is to contribute to the student’s educational development. The student observes and analyses how public health organizations achieve their public health goals. OPA Projects may be undertaken in public, non-profit or private institutions that are engaged in public health practice. They are usually undertaken over a period of three to six months, outside (or in exceptional circumstances, inside) the student’s normal place of work. The OPA is assessed by a written report of a maximum of 12,000 words, which should be completed and passed before commencing the research project.
Research Thesis
Students complete a written research project of a maximum of 50,000 words. The topic of a DrPH research thesis can be from any academic discipline and subject area agreed with the supervisor.

Further general information about DrPH programme structure is given at [www.lshtm.ac.uk/study/research/index.html](http://www.lshtm.ac.uk/study/research/index.html) (click on the DrPH link under Faculty of interest)

Mode and duration of study
The normal course of study is 3 years full-time or 5 years part-time. For students taking the programme by split study, the normal course of study is 4 years, with students attending full-time for Term 1 in Year 1 and then undertaking the OPA project and the Research Thesis part-time after that. The minimum period of registration for DrPH students is normally three calendar years and the maximum period permitted is 4 calendar years full-time study or 6 calendar years part-time.

Students are not required to spend the entire period of study in London, although they must be present at the School in Term 1, Year 1. Students then undertake an OPA project based in an organization away from the School once the taught component of the programme has been completed. The final research component of the programme is undertaken either within the school or at a location away from the School depending on the nature of the research being undertaken.

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
- It is generally expected that full-time students will spend on average 40 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 20 hours of contact time within the School and 20 hours of self-directed study.
- Part-time students usually study approx. 20 hours per week over four to six years, including face-to-face sessions and private study. During term-time, each week will typically include 10 hours of contact time within the School and 10 hours of self-directed study.
- Split study students study full-time for specific blocks over four to six years. For DrPH students this usually this means attending full-time for the modules in the first term of Year 1, and then undertaking the OPA and Research Thesis through part-time study.

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

ASSESSMENT REQUIREMENTS

Marking of Taught Component
The taught component consists of modules marked according to the School’s assessment policy and code of practice. The assessment for compulsory modules is based on three pieces of graded work in total. Each piece of work is blind double marked on a Grade Point scale between 0 and 5. The grade points within this are 5 (excellent), 4 (very good), 3 (good), 2 (satisfactory), 1 (unsatisfactory/poor), or 0 (very poor). A Grade Point of 2 or greater is considered a pass; Grade Points of 0 and 1 are considered a fail.

Candidates pass or fail the Taught Course component as follows:

(i) Pass
Candidates must obtain a pass grade for all required assignments. No compensation of grades between assignments is possible

(ii) Fail
Assignments graded as 0 or 1 are considered a fail. Candidates are required to resit any assignments that are graded below the required gradepoint of 2. A timetable for resubmission, including a specified
deadline for submitting the revised assignment, should be agreed on a case-by-case basis by the DrPH Course Director, the student's supervisor and the relevant module organizer and approved by the Exam Board Chair. Only one re-sit is permitted for any individual assignment. Candidates who fail a resubmitted assignment (i.e. fail to obtain a gradepoint of 2 or better) will be ineligible for the award of DrPH and will be withdrawn from the programme. Where an assignment is re-sat its gradepoint will be capped at a maximum of 3. Only failed assignments may be re-sat.

**Marking of OPA Project**

The OPA Project is marked according to the following scheme:

(i) **Pass**

(ii) **Pass, subject to minor amendments**

The candidate is required to make specified minor amendments to the examiner’s satisfaction within one month of receiving the examiner’s report and decision. The resubmitted report will be assessed by one or both examiners.

(iii) **Not passed**

The candidate is required to make significant revisions to the report in line with examiner feedback and to resubmit within three months. Candidates are also required to prepare a supplementary document detailing specific revisions made in response to examiner feedback. This supplementary document should be reviewed by the candidate’s Supervisor before resubmission to the examiners together with the revised OPA report.

(iv) **Fail**

The candidate is required to conduct additional fieldwork and/or analysis and submit a substantially rewritten report within 6 months.

(v) **Outright Fail**

This will only occur if the candidate has failed once, undertaken additional fieldwork and/or analysis, submitted a rewritten report and is again awarded a fail. Candidates receiving an outright fail for the OPA project report will be withdrawn from the programme.

**Marking of Research Thesis**

The Research Thesis is marked according to the following scheme:

1. Thesis and viva fulfil all criteria for the DrPH satisfactorily.
2. Thesis requires minor amendments, specified by the examiners, to be made within 3 months and resubmitted to the examiners, or one of their number nominated by them for confirmation that the amendments are satisfactory.
3. Thesis inadequate, but with sufficient merit that it should be revised and resubmitted to the Examiners within 18 months. A further viva will be required unless specifically exempted by the Examiners.
4. Thesis satisfactory but viva unsatisfactory; thesis to be re-presented and a further viva undertaken within a period to be specified by the Examiners, up to a maximum of 18 months.
5. The Examiners may determine that the candidate has not satisfied them in the examination. They shall not make such a decision without submitting the candidate to an oral examination, save in very exceptional circumstances.

Details of how the taught component GPA is calculated are given in the detailed award scheme for the programme at [www.lshtm.ac.uk/study/currentstudents/studentregulations/researchregulations/drph_marking_scheme.pdf](http://www.lshtm.ac.uk/study/currentstudents/studentregulations/researchregulations/drph_marking_scheme.pdf)
Re-sitting of failed modules
In the event of a student needing to re-sit a failed module under the taught component of the programme, the School’s standard policy on re-sits will apply.

www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf

CALENDAR AND CURRICULUM

Study calendar
The academic year is broken up into three terms. Students are expected to continue their research during the breaks between terms.

Term 1 (Autumn) runs from late September until late December (12 weeks total).
- There is a compulsory orientation and induction week for new students at the very beginning of the term in Year One.
- Formal module teaching in Year One then runs for 5 weeks, followed by a Reading Week in early November (which may include some specific programme-level sessions), and then continues for a further 5 weeks making 10 weeks of module teaching in total.

Term 2 (Spring) runs from January to March and Term 3 (Summer) runs from April to September
- Written assessments for compulsory modules are due early in Term 2.
- There is no compulsory teaching in Terms 2 and 3; however, DrPH students have the option of taking additional advanced MSc modules.

Specific term dates are available at www.lshtm.ac.uk/aboutus/termdates; more detailed guidance and deadlines are given in the DrPH programme handbook.

Modules
Modules are taken in the first term of Year One.

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<thead>
<tr>
<th>Compulsory modules</th>
<th>Description</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Evidence Based Public Health Practice (EBPHP) Module</td>
<td>A core module run on two days per week over ten weeks. Notional Learning Time is 160 hours.</td>
<td>Two written assignments at end of module</td>
</tr>
<tr>
<td>Understanding Leadership, Management and Organisations (ULMO) Module</td>
<td>A core module run on two days per week over ten weeks. Includes a three day personal development Retreat. Notional Learning Time is 160 hours.</td>
<td>One written assignments at end of module</td>
</tr>
</tbody>
</table>

In addition:
- Students are encouraged to attend the Global Health Lecture Series which runs weekly during term-time in Terms 1 and 2.
- Optional advanced modules may be taken later in the course, selected from those available on the MSc programme, subject to approval from the student’s supervisor and the relevant module organiser, with due regards to when modules are scheduled to be run and be assessed, and any pre-requisites they may carry. Approval is normally given only where the module is deemed to support the OPA project or Research Thesis.

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.
Examinations, and award of overall degree

The three components of the programme are examined separately. The OPA Project Report is assessed without an oral examination except in exceptional circumstances. The Research Thesis is examined by means of an oral examination. A short integrating statement, regarding learning across the three components, must also be submitted along with the thesis for consideration by the thesis examiners.

No compensation is allowed between the three elements of the degree and a pass grade must be achieved in each of the three DrPH components:

- A minimum of grade 2 for all taught course assignments; and
- A pass in the OPA project report; and
- A pass in the thesis and a satisfactory integrating statement

Final DrPH results are not given until a hard copy of the final thesis (including any revisions) has been received by Registry, and any outstanding fees or monies owed by the student to the School or University have been paid.

Further details are given in the LSHTM DrPH programme handbook.

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<tr>
<th>STUDENT SUPPORT, GUIDANCE AND RESOURCES</th>
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**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 Student 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/study/support/studentrepresentativecouncil/index.html](http://www.lshtm.ac.uk/study/support/studentrepresentativecouncil/index.html).

**Pastoral care**

All Research Degree students have an identified supervisor who is responsible for academic guidance and pastoral care, with referral to the Student Advice & Counselling Service where appropriate.

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 [http://intra.lshtm.ac.uk/studentadvice](http://intra.lshtm.ac.uk/studentadvice)
### Healthcare
LSHTM students can usually register with the Bedford Square Medical Centre at 60 Bloomsbury 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 Bedford Square 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
The School offers a series of study skills workshops throughout the year on topics such as effective reading and preparing and giving presentations. Research Degree students also have access to a series of IT training sessions and are offered a Transferable Skills Programme covering areas such as writing for grants, writing for publication, research ethics and career planning, as well as having access to further skills development opportunities offered by the Bloomsbury Postgraduate Skills Network (BPSN). Academic support is also available from supervisors.

In addition to programme-level activities and academic support from supervisors, LSHTM offers specific training sessions in areas such as basic maths skills and introductory-level computing. 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
Operation of the DrPH programme is overseen by a dedicated course committee. 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 both via 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
Professor Lorna McKee – University of Aberdeen Business School

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 allow students to pursue further qualifications in public health practice or research.
For further information on research degrees at LSHTM, please see www.lshtm.ac.uk/study/research/

Possible graduate employment routes
The programme is suitable for those aiming to obtain senior positions in public health organizations at the local, regional, national and international level.
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 applies for the academic year 2015-2016

Last revised 15/06/2015, by Jon Cox.

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