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Course Specification

Postgraduate Certificate Public Health – Health Promotion

Section 1: On Campus

Section 2: Distance Learning

Course Code: PHHPC

2026/27

leedsbeckett.ac.uk



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Course Specification

**Postgraduate Certificate
Public Health – Health
Promotion (on campus)**

Course Code: PHHPC

2026/27

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Postgraduate Certificate Public Health – Health Promotion (PHHPC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

General Information

Award	Postgraduate Certificate Public Health – Health Promotion
Contained awards	Advanced Certificate of Lifelong Learning
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is:</p> <ul style="list-style-type: none">• 12 months (part-time, campus based)
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</p> <p>Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.</p>
Course fees	<p>Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.</p> <p>Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.</p>

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

This course does not have professional body accreditation or recognition

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your Course Director

Dr Alexandra Long

Your Course Administrator

Jenny Peter, j.k.peter@leedsbeckett.ac.uk

Course Overview

Aims

The overall aim of the course is to equip students with the critical knowledge, theory and skills necessary to make a high-quality professional contribution to health promotion within wider public health practice in a range of global contexts and to develop skills in lifelong learning including the ability to adapt and respond to changing public health environments. The student profile allows for a rich exchange of experiences arising from students having lived in different countries and worked in different settings. This provides a more internationalised experience of public health and increases the employability of students in their future career (by way of example, many of our international students graduate and gain employment in the Health Ministry in their country or work for NGOs; UK students often become employed within public health departments in local authorities).

We acknowledge the challenge of teaching the course to a mixed profile of UK and international students on the PG Certificate, PG Diploma and the MSc Public Health-Health Promotion courses, however, the course team are sufficiently experienced in creating a learning environment that incorporates both international and UK policy and practice issues. This includes drawing on the students' own experiences to enrich the teaching. Evaluation from students has proved that students enjoy learning with and from each other which widens their horizon in public the health and health promotion field.

Options for delivery are considered and reviewed on an ongoing basis. The intention is to continue to provide a flexible course which meets the needs of potential applicants and students. A number of different factors have been, and will be, taken into consideration. These include flexible modes of study and alternative modes of attendance; increasing use of technology (including mobile technologies) within the course; innovative ways of marketing the course and ongoing responsiveness to public health and health promotion work-force planning in consultation with our external stakeholders.

Course learning outcomes

At the end of the course, students will be able to:

1	An advanced, systematic and critical understanding of the foundations of health promotion and public health practice in terms of disciplinary, philosophical, ethical and value bases.
2	An in-depth knowledge and critical awareness and understanding of key issues in health promotion and public health, including health inequalities, social inequities, social injustice, sustainable development, health in all policies and empowerment of communities.
3	Advanced conceptual understanding and in-depth critical appreciation of relevant theory, methods and approaches and an ability to apply this to health promotion and public health practice.

Teaching and Learning Activities

Summary

Learning will predominantly take place in person in live lectures and seminars. At times a mix of blended learning may be used.

Our pedagogical approach ensures an inclusive environment that is non-discriminatory, appropriate and respects and values the perspectives of others. We define an 'inclusive learning environment' with reference to the Advance HE's view where due attention is paid to the pace, length, structure, method of

delivery, and materials used. Within classroom-based activities, different learning preferences and learning styles, that reflect individual and cultural preferences, are accommodated through traditional lectures, group-work, seminars, problem-based and experiential learning. Similarly, our range of formative and summative assessment modes takes account of these differences in student learning styles.

Your modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable. All modules are core, and the part-time route can include both on-campus and distance learning delivery.

Module title	Credits	Semester/ teaching period
Foundations of Public Health and Health Promotion	20	1
People, Power and Communities	20	1
Health Communication	20	2
Number of credits of compulsory modules	60	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

The course is assessed by coursework.

Workload

Overall Workload	Hours
Teaching, learning and assessment	72 Hours
Independent study	528 Hours



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Location(s) of delivery	Distance Learning
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Teaching and Learning Activities

Summary

Learning will take place via the virtual learning environment. The majority of the learning is through asynchronous, student-led activities which is supported by a weekly live online seminar facilitated by a member of the course team.

Our pedagogical approach ensures an inclusive environment that is non-discriminatory, appropriate and respects and values the perspectives of others. We define an 'inclusive learning environment' with

reference to the Advance HE's view where due attention is paid to the pace, length, structure, method of delivery, and materials used. Different learning preferences and learning styles, that reflect individual and cultural preferences, are accommodated through online lectures, group-work, problem-based and experiential learning. Similarly, our range of formative and summative assessment modes takes account of these differences in student learning styles.

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