MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	PHM216
Module Title	Sexual Health
Module Organiser(s)	Rebecca French (MO) David Reid (DMO)
Contact email	For students studying University of London Awards (initial registration 2025/2026 and prior years): Enquiries may be made via the Student Advice Centre. For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: PHsupport@lshtm.ac.uk
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials (Virtual Learning Environment)
Language of Study	English
Pre-Requisites	The module is recommended for students interested in studying sexual health from a public health perspective. It is recommended that students have some prior knowledge of research methods and health promotion. Students are therefore advised to take Principles of Social Research (PHM104) and Foundations for Health Promotion (PHM107) prior to taking this module, and it is recommended that non-Public Health students have knowledge of the topics covered by these modules.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	The module is recommended for students interested in studying sexual health from a public health perspective. It is recommended that students have some prior knowledge of

	research methods and health promotion (see prerequisites above). This module is available to students registered for the DL MSc and PGDip in Public Health. The module is also open to students on the DL PGDip/MSc Clinical Trials and Epidemiology programmes. Alternatively, it can also be taken as an individual module.
Module Description	This module introduces students to concepts and methods in sexual health from a public health perspective and focuses on how to apply theoretical and empirical aspects of the study of sexual health to public health practice.
Duration	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until the start of the June assessments. However, students are encouraged to commence their studies in October and work steadily through the materials over the course of the academic year including completing and participating in formative assessment tasks adhering to other assessment submission deadlines.
Last Revised (e.g. year changes approved)	February 2026

For students studying UoL awards (initial registration in 2025/2026 and prior years)

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Public Health (General stream) (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Health Economics (Distance Learning - University of London Worldwide)	Elective
PGDip Public Health (Distance Learning - University of London Worldwide)	Elective

For students studying LSHTM MSc award (registration in 2026/2027 and onwards)

This module is linked to the following programme(s)	**Status**
PGDip Public Health	Elective
MSc Public Health	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • acquaint students with the theoretical and empirical aspects of the study of sexual health, and their application to public health practice.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Define a holistic approach sexual health and its key components; 2. Describe who is most at risk of and vulnerable to poor sexual health and why; 3. Demonstrate understanding of social and structural influences on sexual behaviours, practices and health and their implications.; 4. Evaluate the impact of issues affecting how sexual attitudes, behaviours and practices are conceptualised and measured, including political, ethical and methodological factors;; 5. Appraise a range of interventions designed to improve sexual health, including structural, community-based and community-led approaches.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Conceptual and theoretical aspects of sexual health; • Risk and vulnerability; • Interventions to improve sexual health; • Evaluation of interventions to improve sexual health; • Measuring and assessing sexual health status. A number of topics cut across these themes: • Understanding sexual behaviour (theoretical, conceptual and empirical issues); • The regulation of sexual conduct; • Historical, cultural, psychological, biological, political and technological influences on sexual attitudes and behaviour; • Trends in sexual mores and their implications for public health;

- Implications of stigma, sensitivities and taboos for practice of sexual health interventions;

Pitfalls and possibilities for intervention, research and evaluation.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	120	80
Self-directed learning	0	0
Assessment, review and revision	30	20
Total	**150**	**100**

Teaching and Learning Strategy
Learning is via directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and online webinar discussion sessions. Each session involves essential and recommended reading and relevant recordings of lectures from the LSHTM in-house Sexual Health module. Students are strongly encouraged to participate in the module-specific discussions and online webinar discussion sessions to obtain tutor support, and to make use of the LSHTM on-line library resources.

Assessment

Assessment Strategy
Formative Assessment: **For students registering for the first time in 2026/2027** In the form of Moodle-based activities, including quizzes, a content analysis of a sexual health website and a journal club. We recommend students complete formative assessment activities before 31st March as a webinar to discuss the assessment and reflect on learning will be arranged for April. **Summative Assessment:** **For students registering for the first time in 2026/2027**

Assessment Strategy
This module is assessed via an assessed assignment (100%) to be submitted no later than May 31st. **For students who first registered for the module prior to 2026/2027** Prior to 2026/27 all students were required to complete an assignment (30%) and sit an unseen written examination (70%). If you are a continuing student (i.e. registered for the module for the first time prior to 2026/27) the module will be assessed as follows: • If you have completed either the assignment or the exam, you will need to complete the remaining element of the summative assessment. • If you have not completed either the assignment or the exam you should complete the assessment strategy in place for students registering for the first time in 2026/27 i.e. 100% assignment. For students registered before 2026/27, who are continuing with the assessment strategy in place when they first registered (i.e. an assignment and exam) the last opportunity to complete either component of the assessment strategy will be the 2027/28 academic year

Summative assessment: New for 2026/27

Note: students who first registered for this module prior to 2026/27 may have the option to continue with the format in place when they first registered for the module. Please read preceding section – 'Assessment Strategy'.

Assessment Type	**Assessment Length**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Assessed Assignment	3000 or 3100 words depending on referencing system used. Note: details about what to include in the word count and the referencing style to be used are provided in the Assignment Instructions. Students should follow these instructions carefully.	100	All

For students registering for PHM216 for first time in 2026/27

The 100% summative assignment for this module can be submitted only once annually, no later than **31 May** (including resits) and must be submitted via the online Assignment Management System.

For students who first registered for the PHM216 module prior to 2026/27 and who are continuing with the assessment format in place when they first registered (please see Assessment Strategy section above).

The assignment should be submitted no later than 31 March and the exam will take place in June. Note: timed examinations for DL modules are held once a year, in June (including resits). The last opportunity to complete the 30% assignment or the 70% exam is 2027/28.

Resitting assessment
Resits will accord with Chapter 8b of the LSHTM Academic Manual. The Resit assessment will be the same assessment type as the first attempt (see previous table).

Resources

The following materials are provided to students after registration and fee payment for this module in October:

- A brief guide to studying the module
- Relevant materials including selected peer-reviewed articles and video recordings of LSHTM lectures;
- Access to the LSHTM Virtual Learning Environment (VLE) - Moodle, where students can access reading and visual materials, participate in module-specific discussion forums and online zoom webinar discussion sessions, access formative assessment components and the LSHTM online library resources.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises, the option to listen to recordings of selected lectures taking place in London. In this module, materials provided include a textbook that is made available to students in e-format. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students studying University of London awards (initial registration 2025/2026 and prior years): For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at: Inclusive practice and Access arrangements | University of London

For students studying LSHTM awards (registration 2026/2027 and onwards): For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the LSHTM Disability Support pages.