# MODULE SPECIFICATION

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| **Academic Year (student cohort covered by specification)** | 2026-27 |
| **Module Code** | 1804 |
| **Module Title** | Sexual Health |
| **Module Organiser(s)** | Pippa Grenfell, Mitzy Gafos and Nour Horanieh |
| **Faculty** | Public Health & Policy |
| **FHEQ Level** | Level 7 |
| **Credit Value** | **CATS:** 15<br>**ECTS:** 7.5 |
| **Term of Delivery** | Term 2 |
| **Mode of Delivery** | For 2026-27 this module will be delivered by face-to-face teaching modes.<br><br>Where specific teaching methods (lectures, seminars, panal discussions) are noted in this module specification, these will be delivered during in-person face-to-face sessions. The exception to this is where a speaker is based overseas, in which case they will join via live video link but there will also be a lecturer in the room to facilitate discussion. This is to ensure we can hear from a wide range of experts around the world. **Students are expected to attend all sessions in person.** There will also be self-directed study time (asynchronous learning). |
| **Mode of Study** | Full-time |
| **Language of Study** | English |
| **Pre-Requisites** | It is highly recommended for students to have studied the Term 1 Principles of Social Research module prior to taking this module. |
| **Accreditation by Professional Statutory and Regulatory Body** | None |
| **Module Cap (Indicative number of students)** | 60 |
| **Target Audience** | This module is intended to introduce students to issues involved in working in the area of sexual health, whether as researchers, practitioners, policy makers, evaluators or activists. |

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| **Module Description** | In this module, we take a critical, social approach to understanding sexual health. We look at how laws, politics, social controls, norms, inequalities and injustices (e.g. in relation to gender, sexuality, race, class and disability) affect possibilities for sexual health to be understood and realised. We also focus on how communities, activists, practitioners and researchers work to document and redress sexual health inequalities and related power imbalances. We work from a holistic understanding of sexual health to consider not only risk and harm but also autonomy, pleasure and rights. During the module, we hear from LSHTM staff and guest speakers working across research, policy, practice, health and community organising/activism, drawing on experience from around the world, with the aim of grounding learning in applied and lived experience. We use a range of formats, including lectures, plenaries, panel discussions, and seminars.<br><br>Some sessions focus on communities who experience particular inequalities/ injustices connected to sexual health and sexuality, including those often overlooked in mainstream sexual health research and practice. Others address specific aspects of sexual health and/or systems and contexts that shape sexual health and rights. We discuss decolonisation, sexual and gender binaries, masculinities, young people, sexual and gender minorities, disability, sex work, migration, climate change, coercion and autonomy, pleasure, sexual function, and rights. We also include sessions focused on sexual health research, services, education, and interventions. By the end of the module students will be equipped with the methodological skills to conduct sexual health research. |
| **Duration** | 5 weeks at 2.5 days per week |
| **Timetabling slot** | D2 |
| **Last Revised (e.g. year changes approved)** | August 2026 |

| Programme(s)<br>This module is linked to the following programme(s) | Status |
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| MSc Reproductive and Sexual Health Research | Compulsory |
| MSc Public Health | Recommended |
| MSc Public Health for Global Practice | Recommended |
| MSc Health Policy, Planning & Finance | Recommended |

## Module Aim and Intended Learning Outcomes

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

## Indicative Syllabus

| Session Content |
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| The module is expected to cover the following topics:<br>• Public health priorities, decolonisation, equity and social justice in sexual health.<br>• The nature of sexual behaviour and practice: theoretical and empirical issues, definitions of 'normal', sexual diversity and conformity, and implications for sexual health. The regulation of sexual conduct, and of marginalised populations' bodies and lives based on assumptions around sexuality and social control.<br>• Historical and social science approaches to the study of sexual behaviours, practices and controls (i.e. variations across time and societies). Trends in sexual mores and their implications for public health and wellbeing. Influences on sexual |

| Session Content |
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| attitudes and lifestyles - psychological, biological, cultural, economic, religious, political, (neo-)colonial, technological, etc.<br>• Political aspects of sexual health; treatment of sex, sexuality and sexual health in society and law; implications of stigma, criminalisation, sensitivities and taboos for practice of sexual health medicine and service provision; gender, sexual, racial, disability-related and economic inequalities and injustices in sexual health; the health of sexual and gender minorities, and populations marginalised based on sexual practices/economies (e.g. sex workers).<br>• Researching sexual behaviours and practices; pitfalls and possibilities; appropriate and inappropriate methodologies; examples of qualitative, quantitative and mixed-methods research.<br>• Designing, implementing and assessing sexual health interventions. |

## Teaching and Learning

**Notional Learning Hours**

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
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| Contact time | 40 | 27% |
| Directed self-study | 30 | 20% |
| Self-directed learning | 35 | 23% |
| Assessment, review and revision | 45 | 30% |
| **Total** | **150** | **100%** |

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

| Teaching and Learning Strategy |
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| Formal lectures will be interspersed with practical group work, participatory plenary sessions and debates. |

## Assessment

| Assessment Strategy |
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| The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. The grade for summative assessment(s) only will go towards the overall award GPA.<br><br>Formal assessment will be by a written assignment on social influences on a particular aspect of sexual health. The assessment will contribute 100% of the grade for the module. |

**Summative Assessment**

| **Assessment Type** | **Assessment Length** (i.e. Word Count, Length of presentation in minutes) | **Weighting** (%) | **Intended Module Learning Outcomes Tested** |
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| Essay | Up to 2,000 words | 100% | All |

| Resitting assessment |
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| Resits will accord with Chapter 8a of the LSHTM Academic Manual |

## Resources

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| n/a |

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.