



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	3189
Module Title	Ethics, Public Health & Human Rights
Module Organiser(s)	Harriet Ruysen, Mahesh Mathpati, John Porter
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100793:101317:100088 (1:1:1)
Term of Delivery	Term 2
Mode of Delivery	For 2025-26 this module will be delivered face-to-face via lectures, seminars, discussion groups and other participatory learning approaches as appropriate. There will be a combination of live and interactive activities (synchronous learning) as well self-directed study (asynchronous learning). This module integrates class discussions on a wide range of topics throughout and is co-created with students. Recording is therefore not feasible due to issues of student confidentiality and those electing to take this module are expected to join all synchronous sessions in-person, as per the timetable.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	20-25 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is designed for all those who think about the nature and values of healthcare policies and work. All backgrounds, disciplines and experience levels are welcome- no prior topic expertise required.

Module Description	This module integrates principles, approaches and methods from different disciplines and will include a mixture of lectures, interactive seminars, movement, media (such as film) and embodied learning. Teaching will be facilitated by staff from public health, epidemiology, philosophy, biomedical, anthropology, indigenous, and environmental ethics backgrounds. An open and stimulating/challenging environment will be encouraged. The module is different every year, as some of it is co-created with the students.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D2
Last Revised (e.g. year changes approved)	July 2025

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Tropical Medicine & International Health	Recommended
MSc Public Health	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health for Global Practice	Recommended
MSc Public Health for Eye Care	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to support students to interrogate and explore the relationships between ethics, public health and human rights, at both a theoretical and practical level.

Module Intended Learning Outcomes
Upon successful completion of the module, a student will be able to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of moral theory, healthcare ethics and human rights; 2. Critically assess the relevance of ethical theory and human rights in specific areas of public health practice; 3. Conceptualise the potential use and utility of the frameworks introduced during the module to navigate professional and personal ethical dilemmas.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Ethics and moral philosophy;
- Health & human rights;
- Core public health areas for moral exploration: including healthcare research; rights; resource allocation and sustainability and development.

Students are expected to join face to face sessions on Thursdays (all day) and Fridays (all morning). We usually also offer some optional sessions on Wednesday afternoons during weeks 2-5 of the module and on some Fridays pending cohort interest.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	45	30
Directed self-study	20	13.33
Self-directed learning	35	23.33
Assessment, review and revision	50	33.33
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

Lectures, group work, discussions, movement, film, embodied learning, essay writing. The interactive and participatory nature of the module means the lectures and discussions will not be recorded.



Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

Assessment will be by an essay of a maximum of 2500 words (excluding references) and a written self-reflection of a maximum of 500 words. The assessment for this module will be submitted online. Use of alternative media to support the assessment essay may exceptionally be agreed in advance with the Module Organisers (MOs).

During week 3, we will host a face-to-face discussion to support with the assessment.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Essay	2500 words	80	1-3
Written self-reflection	500 words	20	1-3

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

The resit task for the essay component will be to write an essay to further develop the original assessment and to correct deficiencies.

The resit task for the written self-reflection will be to write a further self-reflection.

Resources

N/A



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to notes and copies of any slides and materials used during the sessions. Please discuss with the MO's if support of students with learning differences is required. All materials posted on Moodle, 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](#).