MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	3189
Module Title	Ethics, Public Health & Human Rights
Module Organiser(s)	Dr Ben Cislaghi, Mahesh Mathpati and Harriet Ruysen
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 2022-23 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
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 work.
Module Description	This module will be a mixture of lectures, interactive seminars and includes the use of media such as film. Teaching will be facilitated by staff from public health, epidemiology, philosophy, clinical medicine 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 2022

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

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: 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.

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, film, discussions, project writing. The interactive and participatory nature of the module means the lectures and discussion 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. The assessment for this module will be submitted online. Assessment will be by an essay of a maximum of 2500 words. Use of alternative media to support the assessment essay may exceptionally be agreed in advance with the Module Organisers (MOs).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500 words	100	1-3

Resitting assessment
Resits will accord with the LSHTM's Resits Policy The task will be to write an essay to further develop the original assessment and to correct deficiencies.

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 recorded materials are required in support of students with learning differences. 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.