



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	2401
<b>Module Title</b>	Family Planning Programmes
<b>Module Organiser(s)</b>	Neha Singh, Ona McCarthy and Sarah Moxon
<b>Faculty</b>	Epidemiology and Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100473 : 100847
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	For 2023-24 this module is planned to be delivered by a combination of face to face teaching and synchronous online delivery for students taking the module from the online intensive MSc SRHPP.  Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	n/a
<b>Module Cap (indicative number of students)</b>	25-35 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	Students with an interest in family planning. No prior demographic/medical expertise is assumed.
<b>Module Description</b>	A broad introduction to the structure, functions and impact of family planning programmes
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot C2
<b>Last Revised (e.g. year changes approved)</b>	July 2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Reproductive and Sexual Health Research	Recommended
MSc Sexual & Reproductive Health Policy and Programming	Recommended
MSc Demography & Health	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health (Health Promotion Stream)	Recommended
MSc Public Health for Development	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to impart an understanding of the structure and functions of family planning programmes in both high and low and middle-income countries and to develop students' capacity to evaluate such programmes. Students will explore the design and quality of family planning programmes, as well as their health and demographic impacts.

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate how the diverse ways in which family planning programmes have been promoted in high and low- and middle-income countries</li> <li>2. Analyse how the variation in approach to the promotion of family planning reflects policy priorities and socio-economic setting</li> <li>3. Evaluate what is needed from the health system to implement family planning programmes</li> <li>4. Assess the family planning needs of specific populations (e.g. people living with HIV, young people, postpartum women, refugees and displaced populations)</li> <li>5. Explain the methods of induced abortion, how restrictions on safe abortion affect health, and analyse the main issues in design of abortion service programmes and their interplay with FP programmes</li> <li>6. Analyse the design, quality, health effects and demographic impact of family planning programmes</li> </ol>



## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

#### **Organisation of family planning programmes**

- How society and family planning programmes shape and influence each other
- Origins, policy objectives and development of family planning programmes, including the political nature of FP programme funding and current players of FP programming
- Contraceptive methods, their safety and effectiveness, and implications for programmes
- Comparison of different service delivery systems including community-based distribution, static clinics and mobile outreach, and implications for client coverage, costs, logistics and staff requirements
- Innovations in family planning service delivery
- Health systems and family planning including integration of services, scaling up and role of providers
- Best practices in programme implementation and scale-up

#### **The needs of specific groups**

- Design and implementation of abortion services, and their integration with family planning services
- The needs of special groups, including young people, people living with HIV, postpartum and post-abortion women and older people
- Relationship of family planning to broader reproductive health concerns
- The UK's family planning programme and teen pregnancy strategy

#### **Evaluation**

- Contribution of family planning and abortion to maternal and child health
- Monitoring and evaluation of the family planning programme processes and outcomes
- Assessment of quality of care
- Impact of family planning programmes

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	23
Directed self-study	10	7
Self-directed learning	55	37
Assessment, review and revision	50	33
<b>Total</b>	<b>150</b>	<b>100</b>

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. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

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

### Teaching and Learning Strategy

The teaching and learning strategy is primarily based on lectures and discussions on a range of family planning programme topics. Some sessions include group work, enabling students to consolidate their learning through practical application of what they have learned through interaction with their peers. While there are no required readings, the module handbook includes a recommended reading list, indicating resources that students are strongly recommended to read. Students are also given some free time where they can work on their assessment. The topics are linked directly to the assessment so students can complete the assessment alongside the module as they are learning.



## 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. The grade for this summative assessment will go towards the overall award GPA.

The assessment for this module will be online.

The assessment consists of a 2500 word report for the Ministry of Health of one of the following countries: Occupied Palestinian Territories, Rwanda, India, Peru or the UK. The report will consist of 1) a situation analysis, 2) recommendations for addressing unintended pregnancies and unsafe abortion and 3) a monitoring and evaluation plan.

Students will be provided with a suggested outline of what topics to include in each section, which map to this module's intended learning outcomes.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Technical report	2,500 words	100	1 – 6

### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

## Resources

### Indicative reading list

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. This module does not offer core readings. A reading list with suggested readings related to each session will be provided to students. These are starred and are available online via Moodle.



## 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](#).