



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	2606
Module Title	Sexual and Reproductive Health Policy and Programming
Module Organiser(s)	Juliana Yartey Enos (UGSPH) and Etheldreda Mbivnjo (LSHTM)
Faculty	EPH
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	101317, 100812, 100648, 100473
Term of Delivery	Term 2
Mode of Delivery	Online
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)	50
Target Audience	The module is compulsory for all students in the MSc in Sexual and Reproductive Health Policy and Programming. It is intended for those with an interest in, or already working as Public Health/Sexual and Reproductive Health (SRH) practitioners, policy makers and programme implementers.
Module Description	The Sexual and Reproductive Health Policy and Programming module focuses on developing and applying practical skills in the design, implementation, and evaluation of SRH programmes at all levels, and the development of evidence based SRH policies. Engaging stakeholders, management, and leadership of SRH programs will be addressed. Specific examples of SRH programmes will be included, as well as contextual considerations.
Duration	5 weeks
Timetabling slot	Slot D2

Last Revised (e.g. year changes approved)	November 2022
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Programme(s)	Status
This module is linked to the following programme(s)	
MSc Sexual and Reproductive Health Policy and Programming	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> Equip students with the knowledge and skills required for evidence informed policymaking, and for evidence-based SRH programme design, implementation and evaluation at local, national, regional and global levels.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Critically appraise SRH policies and programmes, and articulate the centrality of the rights-based approach to SRH policy making & programming Illustrate the stages of the programme planning (including costing), implementation and evaluation cycle, with reference to specific SRH case studies Explain the essential elements of programme management and leadership and apply these approaches and skills to programme implementation Propose, design, develop and evaluate context specific, evidence-informed programmes Apply skills to inform evidence-based policy formulation, including evidence synthesis and appraising policy options, to make context specific policy recommendations. Demonstrate written and verbal communication and collaborative working skills to engage effectively with stakeholders and influence SRH policies and programmes.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction to SRH policy and programming and the rights-based approach to programming, including the needs of specific populations.
- Introduction to the concept, process and tools for evidence-informed policy making and appraisal.
- SRH programme design, including stakeholder analysis and engagement, situation analysis, formulating programme objectives, and risk assessment.
- Development of written and verbal communication skills and collaborative working to engage effectively with stakeholders and influence SRH policies and programmes.
- SRH program implementation, management and leadership, including principles and approaches to management.
- Monitoring and evaluation of SRH programmes, including data sources and indicators, process and impact evaluation approaches.
- Case-studies of SRH policies and programmes, e.g. maternal health, family planning, STIs and HIV, abortion, and SRH interventions targeting marginalised populations.
- Designing, developing and evaluating a policy, intervention or programme to improve SRH using appropriate data sources, tools, concepts and approaches, through group-based exercises/activities.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	38 (28 synchronous)	25
Directed self-study	52	35
Self-directed learning	22	15
Assessment, review and revision	38	25
Total	150	100



Teaching and Learning Strategy

There will be a minimum of 4 lectures on core aspects of this module. Lectures will predominantly be pre-recorded and available to students for offline review (asynchronous). These will be supplemented by live (synchronous) sessions with opportunities for interaction with tutors and other students, e.g. to answer questions, discuss and clarify concepts, and to work through practical exercises, as well as group work towards the assessments – Formative Assessment. A formal orientation on group dynamics will be provided at the beginning of the course to facilitate group work.

Students will also have the opportunity to use tools and analytic frameworks to guide their learning. Students will be expected to read selected primary and secondary reference materials through directed self-study, supplemented by further self-directed reading and peer-peer learning, to aid their learning and understanding of materials taught in lectures.

Student presentations in the interim stages of their group project will enable them to develop their presentation skills and will provide opportunities for formative (ungraded) assessment with feedback. Students will be asked to submit written feedback/reflection and peer assessment of their participation and contribution to group assignments at the end of the course (Formative Assessment).

A final group report (1) will constitute the graded assessment, plus an individual critique of an existing SRH policy (2) – Summative Assessment.

Indicative Breakdown of Contact Time:

Type of delivery	Total (hours)
Lecture	10
Seminar/exercise-based practical/group discussion	23
Web-based forums	5
Total	38

Assessment

Assessment Strategy

The assessment for this module is 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 summative (graded) assessments will be (1) an individual written critique of an existing SRH policy, and (2) a group-written report based on a group project to design, develop or evaluate an SRH policy, intervention or programme. Formative (ungraded) assessments will comprise interim-stage presentations with opportunities for feedback and consolidation of skills and experience.

Summative Assessment

Assessment Type <i>(delete as appropriate)</i>	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Individual assessment	1000 words	30%	1, 5, 6
Group Project - Final Paper (report)	3000 words	70%	1, 2, 3, 4, 5, 6

Resitting assessment

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

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Group Assessment	A critique of a project of another group.	500 words



Resources

Indicative reading list

1. UNFPA and Harvard School of Public Health, 2010, A Human Rights-Based Approach to Programming, UNFPA. <https://www.unfpa.org/resources/human-rights-based-approach-programming>
2. Starrs, A., Ezeh, A., Barker, G. et al. Accelerate progress. Sexual and reproductive health and rights for all. *Lancet*. 2018. 391: 2642-92. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)30293-9/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)30293-9/fulltext)
3. Green LW (1974) Toward cost-benefit evaluations of health education: Some concepts, methods, and examples. *Health Education Monographs* 2 (Suppl. 1): 34–64.
4. Green LW and Kreuter MW (2005) *Health Program Planning: An Educational and Ecological Approach*. New York: McGraw-Hill
5. Institute of Medicine (US) Committee on Assuring the Health of the Public in the 21st Century. *The Future of the Public's Health in the 21st Century*. Washington (DC): National Academies Press (US); 2002. B, Models for Collaborative Planning in Communities. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK221247/>
6. NACCHO and CDC. 2000. A strategic approach to community health improvement: MAPP. Available online at http://mapp.naccho.org/MAPP_Home.asp.
7. *Management Principles* by Henri Fayol (citation)
8. *Best Practices of Programme Management*. https://danube-inco.net/object/event/13986/attach/INTERACT_Programme_Management_Best_Practices_April_2014.pdf

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to course materials, including any lecture notes and copies of the slides used during lectures (live and pre-recorded). All lectures are recorded and made available on Moodle as quickly as possible. 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 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.