

PROGRAMME SPECIFICATION

(FOR NON-COLLABORATIVE CREDIT-BEARING AWARDS)

1. Overview

Academic Year (student cohorts covered by specification)	2022-23
Programme Title	Sexual and Reproductive Health Policy & Programming
Programme Director	Germaine Tuyisenge and Deda Ogum Alangea
Awarding Body	University of London
Teaching Institution	The London School of Hygiene & Tropical Medicine
Faculty	Epidemiology and Population Health
Length of Programme (months)	MSc – Full time = 12 months, Part time = 24 months or 36 months
Entry Routes	MSc
Exit Routes	MSc/PGDip/PGCert
Award Titles	MSc in Sexual and Reproductive Health Policy & Programming (180 credits) Exit awards: PGDip in Sexual and Reproductive Health Policy & Programming (120 credits) PGCert in Sexual and Reproductive Health Policy & Programming (60 credits)
Accreditation by Professional Statutory and Regulatory Body	None
Relevant PGT QAA Benchmark Statement and/or external/internal reference points	No relevant subject benchmark statement – consistent with external reference points UK quality code for higher education & QAA credit framework for England
Level of programme within the Framework for Higher Education Qualifications (FHEQ)	Masters (MSc) Level 7

Total Credits	CATS: 180 ECTS: 90
HECoS Code	100246; 100621; 100962; 100473
Mode of Delivery	The programme will be delivered online.
Mode and Period of Study	Full time (12 months) or part time (max 24-36 months)
Cohort Entry Points	Annually in September
Language of Study	English
Re-sit Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf
Programme Description	<p>This programme is designed in collaboration with the University of Ghana School of Public Health (UGSPH) to equip students with the advanced knowledge and skills required to design, implement, lead on and evaluate evidence-based sexual and reproductive health (SRH) programmes and policies in sub-Saharan Africa and other low- and middle-income settings. The programme will focus on subjects which are directly relevant to improving SRH in communities and at the global level, including: the critical understanding and application of evidence from a multidisciplinary perspective; the influence of health systems and policies on SRH and how can these be transformed; the importance of SRH rights and reproductive justice; techniques to monitor, evaluate and improve programmes and policies using implementation sciences; how to manage programmes and communicate effectively with stakeholders. Students will have the opportunity to acquire new knowledge skills in other specialist areas such as health promotion or health economics and to develop up-to-date subject expertise in specific domains of SRH such as family planning, abortion care, maternal and perinatal health, intimate partner violence and control of sexually transmitted infections. They will be enrolled in a mentorship programme to enhance their networking and leadership skills and they will undertake a supervised project focussing on an SRH policy, programming or</p>

	evaluation question in a low- or middle-income country.
Date of Introduction of Programme (month/year)	September 2022
Date of production / revision of this programme specification (month/year)	August 2022

2. Programme Aims & Learning Outcomes

Educational aims of the programme

The programme aims to train professionals working in the health or policy sectors with advanced expertise and leadership skills to design, implement and evaluate sexual and reproductive health policies and/or programmes in sub-Saharan Africa and other low- and middle-income settings.

Programme Learning Outcomes

1. Knowledge and Understanding of:

Upon successful completion of the programme, students will be able to demonstrate advanced knowledge and understanding of:

- Policy and health system factors influencing sexual and reproductive health and rights (SRHR) in low- and middle-income settings, and how these should be taken into account in the design and delivery of effective SRH programmes
- The influence of socio-political, cultural, legal and ethical issues surrounding SRHR in low- and middle-income settings on the design and delivery of SRHR programmes and policies tailored to the context
- Up-to-date evidence base on effective sexual and reproductive health policies and interventions

2. Skills and other Attributes

Students will be able to demonstrate:

- Critically interpret, synthesise and apply research evidence to support SRHR policies and programmes

Programme Learning Outcomes

- Design and cost a SRHR programme informed by the latest evidence and tailored to the context
- Select and deploy appropriate methods, data sources and quality measurement approaches to monitor and evaluate SRHR programmes and policies
- Critically appraise policy strategies to promote SRHR in low- and middle-income settings, that reflect the variation in needs of different population groups
- Apply skills in communication with specialist and non-specialist audiences, advocacy, and collaborative working to engage effectively with stakeholders who influence sexual and reproductive health policy and programming

Teaching and Learning Strategy

A range of teaching and learning approaches will be used, including the 'flipped classroom' approach, where students read, view or interact with materials independently (for example pre-recorded lectures, teaching notes, quizzes, podcasts, or other media), followed by interactive sessions where students can apply their learning and assess their understanding of a topic. Interactive teaching sessions may include live lectures, Q&A sessions, debates and panel discussions; small group seminars; practical sessions applying specific skills; and facilitated group work with peers. Students are also expected to learn through both directed and self-directed study, independently and in groups. Each element of the programme has specific learning objectives, with content designed to help students achieve these outcomes. Students will participate in a mentoring programme to develop practical skills in communication, negotiation and leadership in sexual and reproductive health within the global health landscape. Teaching will be delivered in collaboration with academic staff at the UGSPH.

Assessment Strategy

The strategy is designed to reflect the reality of working in SRH policy and programming and to test relevant public health skills. Module assessments will include formative tasks to assess progress and summative tasks to test against the Intended Learning Outcomes. A combination of approaches will include group or individual reports, essays, policy briefs, written exams and group or individual presentations. Students will also be asked to write a comprehensive written project report, which may include a placement, based on a rigorous and in-depth exploration into a focused question chosen by the student. The format of module assessment will draw on the most appropriate method for testing the intended learning outcomes of the module. The module assessments and the project report will together test the Intended Learning Objectives of the Programme.

3. Programme Structure and features, modules, credit assignment and award requirements:

Full-time Masters	Term 1	Term 2	Term 3	Total Credits
Compulsory Modules	4	1		75
Recommended Modules		3		45
Projects			1	60

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in [Chapter 3 of the LSHTM Academic Manual](#). Optional (i.e. recommended non-compulsory) modules listed are indicative and may change from year to year.

<https://www.lshtm.ac.uk/study/courses/changes-courses>

Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
1	AB	2602	Sexual and Reproductive Health and Rights	Compulsory	15
1	AB	2600	Understanding and Applying Research Evidence	Compulsory	20
1	AB	2601	Health Policy and Systems for Sexual and Reproductive Health	Compulsory	15
1	AB	PHM107	Foundations in Health Promotion (by Distance Learning)	Compulsory (option)*	10
1	AB	PHM103	Introduction to Health Economics (by Distance Learning)	Compulsory (option)*	10

Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
1	AB	PHM108	Health Services (by Distance Learning)	Compulsory (option)*	10
2	C2**	PHM219	Evaluation of Public Health Interventions	Recommended	15
2	C1	2604	Gender and Reproductive Rights	Recommended	15
2	C1	2603	Programme Monitoring and Implementation Research	Recommended	15
2	C2	2605	Abortion Policy and Programming	Recommended	15
2	C2	2401	Family Planning Programmes	Recommended	15
2	D1	EPH 2459	Current Issues in Maternal and Perinatal Health	Recommended	15
2	D1	ITD 3192	Control of Sexually Transmitted Infections	Recommended	15
2	D2	2606	Sexual and Reproductive Health Policy & Programming	Compulsory	15
3			Project Report	Compulsory	60

* Students choose **one** of the three modules. PHM103 and PHM108 are assessed by a written exam in June. PHM107 is assessed by assignment only; submission deadline 31st May

** Students are suggested to study this during the C2 slot and must submit a summative assignment by the deadline of 31st May.

Students may also pursue Distance Learning modules run by LSHTM, including but not limited to: Economic Evaluation; Managing Health Services; Principles and Practice of Health Promotion; Conflict and Health.

4. Contact Hours

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 on-campus lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision and external fieldwork or visits, 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). Module contact time will be defined in the individual module specifications and provided to students at the start of their programme.

This definition is based on the one provided by the [Quality Assurance Agency for Higher Education \(QAA\) Explaining contact hours \(2011\)](#). Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together to support effective learning.

The London School of Hygiene and Tropical Medicine (LSHTM) defines high quality contact time as structured, focused, purposeful and interactive.

5. Entry Requirements

Criteria for admission

Applicants must normally satisfy LSHTM's general entrance requirements and additional programme-specific entrance requirements described below to be considered for admission. Applications must be submitted in accordance with the procedures and deadlines given in the web-based or printed prospectus.

In order to be admitted to the programme, an applicant must:

- a) hold a first degree at the UK equivalent to Second Class Honours standard or above in a relevant discipline, a degree in medicine recognised by the UK General Medical Council (GMC) for the purpose of practising medicine in the UK, or another degree of equivalent standard awarded by an overseas institution recognised by UK ENIC.

OR

- b) hold a professional qualification appropriate to the programme of study to be followed by written examinations and judged by LSHTM to be equivalent to a Second Class Honours degree or above.

OR

- c) have relevant professional experience or training which is judged by LSHTM to be equivalent to a Second Class Honours degree or above.

AND

satisfy any additional requirements where prescribed for admission to a specific programme.

Additional requirements

Successful applicants for the MSc in Sexual and Reproductive Health Policy and Programming are expected to have worked either in the health sector in a low- and middle-income country setting or the sexual and reproductive health field for a minimum of two years. Qualifications and experience will be assessed from the application.

For further information, please see <https://www.lshtm.ac.uk/study/how-apply/applying-masters-degree-london/you-apply-msc>

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<https://www.lshtm.ac.uk/study/applications/applying-short-courses-modules>

English language entry requirements

If English is not your first language, you will need to meet these requirements:

Band C.

Please see our [English Language Requirements](#) and [English Language Requirements Policy](#) for more information.

Exemptions

Applicants who are nationals of a [UKVI-recognised majority English-speaking country](#) or who have successfully completed an appropriate academic qualification (at least equivalent to a UK Bachelor's degree), which was taught in a majority English speaking country from the [UKVI approved country list](#) automatically meet our English Language requirements.

MSc Sexual & Reproductive Health Policy and Programming applicants who have successfully completed a degree-level course comparable to a UK Bachelor's Degree will meet the course's English Language requirements if their degree-level course meets all of the following criteria:

- full-time
- at least nine months long
- undertaken at a [UK ENIC](#) recognised institution where the medium of instruction and assessment throughout the course is entirely in English
- completed with a gap of no more than five academic years before the start date of the course

Appeals

If an applicant believes that they should not be required to take an English language test, they must provide a written appeal statement outlining their reasons for this.

Appeal statements must be submitted with evidence of any previous education, professional work and published work which demonstrates proficiency in reading, writing, speaking and listening in English. The appeal will be reviewed by the Admissions team and passed to the Admissions Tutor for further consideration. Additional evidence, such as a letter from an education institution or employer confirming proficiency, may also be requested.