



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	2602
<b>Module Title</b>	Sexual and Reproductive Health and Rights
<b>Module Organiser(s)</b>	Agnes Kotoh (UG), Adom Manu (UG), Mandikudza Tembo, Etheldreda Mbivnjo
<b>Faculty</b>	EPH
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317; 100473; 100476; 100648
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	Online
<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>	None
<b>Module Cap (Indicative number of students)</b>	50
<b>Target Audience</b>	The module is compulsory for all students in the MSc in Sexual and Reproductive Health Policy and Programming. It is targeted at health professionals, SRH service providers, programme managers and technical advisors, especially those working in LMICs. It is also suitable for staff of relevant institutions that promote SRHR and particularly SRHR for vulnerable groups.
<b>Module Description</b>	This module provides students with deeper understanding of key concepts in SRHR, particularly in low-and middle-income settings, and develops foundational knowledge about the social, cultural, historical and political influences on sexual and reproductive health and rights with emphasis on vulnerable groups.

<b>Duration</b>	10 weeks
<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	August 2023

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Sexual and Reproductive Health Policy and Planning	Compulsory

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>acquaint students with the theoretical and empirical aspects of the study of sexual and reproductive health and rights, and their application to public health practice.</li> </ul>

<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>Define sexual and reproductive health and rights, and the key components of each</li> <li>Describe who is most at risk of, and vulnerable to, poor sexual and reproductive health and why;</li> <li>Demonstrate understanding of social, cultural, religious and structural influences on sexual and reproductive behaviours, outcomes, practices and health, and rights and their implications;</li> <li>Assess how sexual and reproductive attitudes, behaviours, outcomes, practices and rights are conceptualised and measured, including political, ethical and methodological factors;</li> <li>Analyse and critique interventions designed to improve sexual and reproductive health and rights in LMICs and other settings.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Definitions of sexual and reproductive health and rights
- Decolonisation of sexual and reproductive health and rights
- Theoretical underpinnings of holistic sexual and reproductive health and rights, including structural, behavioural and biomedical factors
- Provision of sexual and reproductive health services in the context of human rights
- Identity in the context of sexual and reproductive health and rights
- Differential access to/experiences of sexual and reproductive health and rights, including access to abortion
- Sexual and reproductive health across the life course, and specifically among key and vulnerable population groups
- Critical appraisal of services, programmes and policies that support sexual and reproductive health and rights

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35 (20 synchronous)	23
Directed self-study	45	30
Self-directed learning	37	25
Assessment, review and revision	33	22
<b>Total</b>	<b>150</b>	<b>100</b>

### Teaching and Learning Strategy

Formal synchronous and asynchronous (pre-recorded) lectures will be interspersed with practical group work and student presentations (for example on experiences of interactions with programmes), participatory plenary sessions and debates facilitated by the lecturer, and independent learning activities. A guide for group work activities and self-directed study will be provided together with access to study resources.

Indicative Breakdown of Contact Time:

Type of delivery	Total (hours)
Lecture	20
Seminar	10



Q&A	5	
Total	<b>35</b>	

## Assessment

### Assessment Strategy

The assessment for this module has been designed to measure students' learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress.

The formative assessment will comprise a 500 to 1000-word essay on a relevant topic, which will not contribute to the overall grade for the module. Group feedback on this formative assessment will be provided.

The summative assessment task will be an essay to answer one question (out of three possible questions) in the area of sexual and reproductive health and rights.

### Summative Assessment

<b>Assessment Type</b> <i>(delete as appropriate)</i>	<b>Assessment Length (i.e. Word Count, Length of presentation in minutes)</b>	<b>Weighting (%)</b>	<b>Intended Module Learning Outcomes Tested</b>
Coursework	Essay, 2000 words	100%	All

### Resitting assessment

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

Students who are required to resit, or are granted a deferral or new attempt, will do so via a new essay topic.



## Resources

### Indicative reading list

1. Frenk, J., & Gomez-Dantes, O. (2015). Ethical and human rights foundations of health policy: Lessons from comprehensive reform in Mexico. *Health and Human Rights Journal*, 17(2), 31-38.
2. Thomas, R., Kuruvilla, S., Hinton, R., Jensen, S. L., Magar, V., & Bustreo, F. (2015). Assessing the impact of human rights-based approach across spectrum of change for women's, children's, and adolescents' health. *Health and Human Rights Journal*, 17(2), 11-20.
3. Wilson, E. K., Dalberth, B. T. P. & Koo, H. P. (2010). "We're the heroes." Fathers' perspective on their role in protecting their preteenage children from sexual risk. *Perspectives on Sexual and Reproductive Health* 42(2): 117-124.
4. Africa Union African Charter on the Rights and Welfare of the Child.
5. [https://au.int/sites/default/files/treaties/36804-treatyafrican\\_charter\\_on\\_rights\\_welfare\\_of\\_the\\_child.pdf](https://au.int/sites/default/files/treaties/36804-treatyafrican_charter_on_rights_welfare_of_the_child.pdf).
6. Akella D, Jordan M. Impact of Social and Cultural Factors on Teenage Pregnancy. *J Health Disparities Research and Practice*. 2015;8(1):41-61.
7. Osok J, Kigamwa P, Huang K, Grote N, Kumar M. Adversities and mental health needs of pregnant adolescents in Kenya: identifying interpersonal, practical, and cultural barriers to care. *BMC Women's Health*. 2018;18(96):1-18.
8. Starrs, AM., Ezeh, AC., Barker, G. Basu, A., Jane T Bertrand, JT., Blum, R. Coll-Seck, AM., Grover, A., et al. (2018) Accelerate progress -sexual and reproductive health and rights for all: report of the Guttmacher-Lancet Commission. Vol 391
9. Chandra-Mouli, V., Svanemyr, J. Avni Amin, A., Fogstad, H. Say, L., Girard, F., and Temmerman, M. (2015) Twenty Years After International Conference on Population and Development: Where Are We With Adolescent Sexual and Reproductive Health and Rights? *Journal of Adolescent Health* 56 (2015) S1-S6.
10. World Health Organization (2018) WHO recommendations on adolescent sexual and reproductive health and rights. Geneva: World Health Organization
11. Salas-Wright CP, Lombe M, Vaughn MG, Maynard BR. Do adolescents who regularly attend religious services stay out of trouble? Results from a national sample. *Youth & Society*. 2016;48(6):856-81.
12. UNAIDS Transactional sex and HIV risk: from analysis to action.  
<https://www.unaids.org/en/resources/documents/2018/transactional-sex-and-hiv-risk>



13. STRIVE. Addressing the structural drivers of HIV:

<http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20structural%20drivers%20brief.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.