



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	2604
<b>Module Title</b>	Gender and Reproductive Rights
<b>Module Organiser(s)</b>	Nambusi Kyegombe, Emefa Modey and John Ganle
<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>	100621 : 101307 : 101317 : 100473 : 100473 : 1004476 : 100793 : 101408 :
<b>Term of Delivery</b>	Term 2
<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>	30
<b>Target Audience</b>	This module is available to, and recommended for, students studying MSc in Sexual and Reproductive Health Policy and Programming. It will be of particular interest to those wishing to gain understanding and skills in applying gender and intersectional analyses to current sexual and reproductive health policy and programming approaches and the ethical dilemmas that such approaches reveal.
<b>Module Description</b>	This module provides students with advanced concepts and tools to help them understand how gender interplays with a variety of individual, social, and structural factors to determine individuals' access to sexual and reproductive health and services and their ability to realise their sexual and reproductive health rights. It considers ethical challenges in the current conceptualisation, design, and

	delivery of sexual and reproductive health services and the implications of this for individuals' and groups' sexual and reproductive health outcomes.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot C1
<b>Last Revised (e.g. year changes approved)</b>	January 2024

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

## 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>• Enable students to apply key theories and methods to support people in realising their reproductive rights</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Articulate the importance of conducting a gender analysis when investigating people's reasons for and use of reproductive health services</li> <li>2. Appreciate the importance of an intersectional approach to the analysis of factors that affect individuals' and groups' ability to meet their sexual and reproductive health and rights</li> <li>3. Explain and give examples of how gender-based violence affects individuals' and groups' sexual and reproductive health outcomes</li> <li>4. Apply reproductive justice as a theoretical approach to analyse structures and systems that control human reproduction and health service delivery</li> <li>5. Examining how gender affects sexual and reproductive health in unique ways across the life course and with specific attention to vulnerable populations (e.g. adolescents, people living with disabilities, LGBTQI+ populations)</li> <li>6. Identify and explain public health and ethico-legal approaches to addressing reproductive injustice</li> </ol>

7. Assess potential policy and programming approaches to address reproductive injustice and be able to develop gender-sensitive campaigns to improve reproductive justice.

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Introduction to gender
- History of reproductive rights
- Reproductive justice framework
- Gender and sexual and reproductive health
- Conceptualising and understanding gender-based violence
- Gender-based violence and sexual and reproductive health injustices
- Gender-based violence programming in humanitarian settings
- Ethics and reproductive rights
- Reproductive coercion
- Methodological and measurement issues in gender and reproductive health
- Socio-ecological framework
- Socio-cultural perspectives on health equality and equity
- Sexual diversity, sexual orientation, and gender identity and roles as a determinant of health
- Reproductive injustices against vulnerable populations
- Public health and ethico-legal approaches to addressing reproductive justice

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	36	24.0
Directed self-study	44	29.3
Self-directed learning	30	20.0
Assessment, review and revision	40	26.7
<b>Total</b>	<b>150</b>	<b>100</b>

## Teaching and Learning Strategy

Students will learn via a mix of pre-recorded asynchronous lectures; practical group work; interactive activities including Q&A sessions and facilitated small group learning; tutor monitored online discussion fora; and independent learning activities. Learning materials will focus on examples from Africa and/or be applicable to Africa. Time will be allocated for group work activities and self-directed study. A guide to studying the module will be provided together with access to a range of study resources.

Indicative Breakdown of Contact Time:

Type of delivery	Total (hours)	
Lecture	20	
Seminar	8	
Q&A	4	
Tutor monitored fora	4	
Total	36	

## Assessment Strategy

This module is assessed via a group report which will be worth 40% of students' marks, one section of which will be written individually and worth 60% of the student's mark. The group work assignment will require a group of approximately four students to conduct a gender/intersectional analysis on a specific sexual and reproductive health injustice.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group work (project)	Group report of 2500 words	40	All
Individual Written assignment, linked to group project	1500 words	60	

## Resitting assessment

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

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

<b>Assessment being replaced</b>	<b>Approved Alternative Assessment Type</b>	<b>Approved Alternative Assessment Length</b> (i.e. Word Count, Length of presentation in minutes)
Group work (project)	Individual written report which will be on a new topic (different from the group work) which will be chosen from a list.	1500 words

## Resources

### **Indicative reading list (*if applicable*)**

The following will be provided to students:

- A brief guide to studying the module
- A reading list including details of both required and optional reading and links to selected papers
- A list of useful websites
- Access to the LSHTM Virtual Learning Environment (VLE) – Moodle, where students can access a range of materials, including some of the materials listed above and participate in module-specific discussion forums and online webinar sessions

## 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.