

# Module Specification

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



## ABOUT THIS DOCUMENT

**This module specification applies for the academic year 2017-18**

**Last revised:** 01 Aug 2017 by Chris Smith

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## GENERAL INFORMATION

<b>Module name</b>	<b>Family Planning Programmes</b>
<b>Module code</b>	2401
<b>Module Organisers</b>	Neha Singh and Chris Smith
<b>Contact email</b>	<a href="mailto:neha.singh@lshtm.ac.uk">neha.singh@lshtm.ac.uk</a> or <a href="mailto:Christopher.smith@lshtm.ac.uk">Christopher.smith@lshtm.ac.uk</a>
<b>Home Faculty</b>	Epidemiology & Population Health
<b>Level</b>	Level 7 (postgraduate Masters 'M' level) of the QAA <a href="#">Framework for Higher Education Qualifications</a> in England, Wales & Northern Ireland (FHEQ).
<b>Credit</b>	15 credits
<b>Accreditation</b>	Not currently accredited by any other body.
<b>Keywords</b>	Sexual & reproductive health; demography; family planning; contraception; fertility.

## AIMS, OBJECTIVES AND AUDIENCE

<b>Overall aim</b>	To impart an understanding of the structure and functions of family planning programmes in developing 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>Intended learning outcomes</b>	By the end of this module, students should be able to: <ul style="list-style-type: none"><li>• demonstrate an understanding of the diverse ways in which family planning programmes have been promoted in developing countries</li><li>• analyse how the variation in approach to the promotion of family planning reflects policy priorities and socio-economic setting</li><li>• understand the family planning needs of specific populations, including young people, people living with HIV and women in the post-partum period</li><li>• explain how to analyse the design, quality, health effects and demographic impact of family planning programmes</li></ul>

<b>Target audience</b>	Students with an interest in developing countries. No prior demographic/ medical expertise is assumed.
<b>CONTENT</b>	
<b>Session content</b>	<p>The module is expected to include sessions addressing the following topics:</p> <p><b>Organisation of family planning programmes:</b></p> <ul style="list-style-type: none"> <li>• Origins, policy objectives and development of family planning programmes, including political nature of FP programme funding, current players of FP programming</li> <li>• Contraceptive methods, their safety and effectiveness, and implications for programmes</li> <li>• 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</li> <li>• Innovations in family planning service delivery; mobile phone-based interventions (mHealth), vouchers, social media, behaviour change communication</li> <li>• Health systems and family planning including integration of services, scaling up and role of providers</li> <li>• Best practices in programme implementation and scale-up</li> </ul> <p><b>The needs of specific groups:</b></p> <ul style="list-style-type: none"> <li>• Design and implementation of abortion services, and their integration with family planning services</li> <li>• The needs of special groups, including young people, people living with HIV, postpartum and post-abortion women and older people</li> <li>• Relationship of family planning to broader reproductive health concerns</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Contribution of family planning and abortion to maternal and child health</li> <li>• Evaluation of the family planning programme processes and outcomes</li> <li>• Assessment of quality of care</li> <li>• Impact of family planning programmes</li> </ul>
<b>TEACHING, LEARNING AND ASSESSMENT</b>	
<b>Study resources provided or required</b>	<p>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 <i>core readings</i>. A reading list with suggested readings related to each session will be provided to students. These are starred and are available online via Moodle. Furthermore, due to the nature of the assessment, each student will have a different combination of method, policy objective, and service delivery system that s/he will need to research.</p>

<b>Teaching and learning methods</b>	Lectures followed by classroom discussion. These are supplemented by classroom exercises. There will be no lectures in week 5.
<b>Assessment details</b>	Assessment consists of a structured essay. Each section of the essay is a response to a question based on the material covered during one week of the module. There are approximately ten questions in total.  Resit/deferred/new attempts - the task will be a structured essay with a different series of questions.
<b>Assessment dates</b>	Assessments will be due on <b>Friday 9 February 2018</b> .  Resit/deferred/new attempts - assessment will take place during September of the current academic year.
<b>Language of study and assessment</b>	English (please see 'English language requirements' below regarding the standard required for entry).
<b>TIMING AND MODE OF STUDY</b>	
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Dates</b>	Wednesday lunchtime to Friday afternoon
<b>Timetable slot</b>	Term 2 - slot <b>C2</b>
<b>Mode of Study</b>	The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule.
<b>Learning time</b>	The notional learning time for the module totals 150 hours, consisting of: <ul style="list-style-type: none"> <li>• Contact time ≈ 35 hours</li> <li>• Directed self-study ≈ 10 hours</li> <li>• Self-directed learning ≈ 55 hours</li> <li>• Assessment, review and revision ≈ 50 hours</li> </ul>
<b>APPLICATION AND ADMISSION</b>	
<b>Pre-requisites</b>	None
<b>English language requirements</b>	A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM's <a href="#">English language requirements</a> .
<b>Student numbers</b>	25-35 (numbers may be capped due to limitations in facilities or staffing)
<b>Student selection</b>	Preference will be given to LSHTM MSc students and LSHTM research degree students. Other applicants meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run.  Full Registration (full participation) by LSHTM research degree students is required for this module.