MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	2604
Module Title	Gender and Reproductive Rights
Module Organiser(s)	Nambusi Kyegombe and John Ganle
Faculty	EPH
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100621 : 101307 : 101317 : 100473 : 100473 : 1004476 : 100793 : 101408 :
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)	30
Target Audience	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.
Module Description	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.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot C1
Last Revised (e.g. year changes approved)	April 2022

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: Enable students to apply key theories and methods to support people in realising their reproductive rights

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to demonstrate: 1. Articulate the importance of conducting a gender analysis when investigating people's reasons for and use of reproductive health services   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   3. Explain and give examples of how gender-based violence affects individuals' and groups' sexual and reproductive health outcomes   4. Apply reproductive justice as a theoretical approach to analyse structures and systems that control human reproduction and health service delivery   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)   6. Identify and explain public health and ethico-legal approaches to addressing reproductive injustice

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
Total	150	100

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 30% of students' marks, one individual written assignment worth 60% of the student's mark and an individual presentation which will be worth 10% of the 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. The individual written assignment will then require students to design appropriate policy and programming responses to address the reproductive issues that it presents. The individual presentation will be linked to the individual written assignment. For their individual presentation they will present and justify their proposed   approaches to mitigating the injustices.

Summative Assessment

Assessment Type *(delete as appropriate)*	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written assignment	2500 words	60	All
Group work (project)	Group report of 4000 words	30	All
Individual Presentation	10 minutes	10	All

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 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.