PROGRAMME SPECIFICATION

1. Overview

Programme Title	Sexual and Reproductive Health Policy & Programming
Academic Year	2026-27
Cohort Entry Points	Annually in late September
Programme Director	Chido Dziva Chikwari, Deda Ogum & Rachel Scott
Awarding Body	London School of Hygiene & Tropical Medicine
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Epidemiology and Population Health
Length of Programme	Full Time Postgraduate Diploma programmes: 8 months Part time/split study Postgraduate Diploma programme: 16 months
Mode of Delivery	Online Intensive
Maximum period of registration	Full-time 3 years/Part-time 5 years
Language of Study	English
Entry Requirements	Please refer to the entry requirements here
Award Titles	Postgraduate Diploma in Sexual and Reproductive Health Policy & Programming Exit Awards: Postgraduate Certificate in Sexual and Reproductive Health Policy & Programming (60 credits)
Total Credits	**CATS:** 120 **ECTS:** 60
Accreditation by Professional Statutory and Regulatory Body	N/A

Relevant PGT QAA Benchmark Statement and/or other external/internal reference points	
Framework for Higher Education Qualifications Level (FHEQ)	Level 7
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
Date of Introduction of Programme	September 2025

2. Programme Description, Aims & Learning Outcomes

Programme Description
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, and evaluate evidence-based sexual and reproductive health (SRH) policies and programmes in Africa and globally. 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.
This PGDip teaches 120 credits from the full MSc programme to lead to a standalone qualification.

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) 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 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
- 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, 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. 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. The format of module assessment will draw on the most appropriate method for testing the intended learning outcomes of the module. The module assessments will 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 2/3**	**Term 3**	**Total Credits**
Compulsory Modules	4	1		75
Recommended Modules		3		45

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. Elective 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
1	AB	PHM108	Health Services (by Distance Learning)	Compulsory (option)*	10
2	C1	2604	Gender and Reproductive Rights	Recommended	15
2	C2	2605	Abortion Policy and Programming	Recommended	15
2	C2	2401	Family Planning & Reproductive Choice (Hybrid)	Recommended	15
2	D1	2603	Programme Monitoring and Implementation Research	Recommended	15
2	D1	2459	Current Issues in Maternal and Perinatal Health (Hybrid)	Recommended	15
2	D1	3192	Control of Sexually Transmitted Infections (Hybrid)	Recommended	15

Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
2	D2	2606	Sexual and Reproductive Health Policy & Programming	Compulsory	15

Contact time

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. 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.