



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	2401
Module Title	Family Planning Programmes
Module Organiser(s)	Isolde Birdthistle & Venetia Baker
Faculty	Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100473 : 100847
Term of Delivery	Term 2
Mode of Delivery	For 2025-26 this module is planned to be delivered by a combination of face to face teaching and synchronous online delivery for students taking the module from the online intensive MSc SRHPP. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	n/a
Module Cap (indicative number of students)	Numbers may be capped to 35 students due to limitations in facilities or staffing
Target Audience	Students with an interest in family planning. No prior demographic/medical or subject expertise is assumed.
Module Description	A broad introduction to the structure, functions and impact of family planning programmes
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot C2
Last Revised (e.g. year changes approved)	October 2025

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Reproductive and Sexual Health Research	Recommended
MSc Sexual & Reproductive Health Policy and Programming	Recommended
MSc Demography & Health	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health (Health Promotion Stream)	Recommended
MSc Public Health for Global Practice	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to impart an understanding of the structure and functions of family planning programmes in both high and low and middle-income 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.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the diverse ways in which family planning programmes have been promoted in high and low- and middle-income countries 2. Analyse how the variation in approach to the promotion of family planning reflects policy priorities and socio-economic setting 3. Evaluate what is needed from the health system to implement family planning programmes 4. Assess the family planning needs of specific populations (e.g. people living with HIV, young people, postpartum women, refugees and displaced populations) 5. Explain how restrictions on safe abortion affect health and how abortion service programmes can interplay with family planning programmes 6. Understand how to analyse the design, quality, health effects and demographic impact of family planning programmes

Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <p>Organisation of family planning programmes</p> <ul style="list-style-type: none"> • How society and family planning programmes shape and influence each other • Origins, policy objectives and development of family planning programmes, including the political nature of FP programme funding and current players of FP programming • Contraceptive methods, their safety and effectiveness, and implications for programmes • 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 • Innovations in family planning service delivery • Health systems and family planning including integration of services, scaling up and role of providers • Best practices in programme implementation and scale-up <p>The needs of specific populations</p> <ul style="list-style-type: none"> • Design and implementation of abortion services, and their integration with family planning services • The family planning needs of people living with HIV, young people, postpartum women, refugees and displaced populations • Relationship of family planning to broader reproductive health concerns • The UK's family planning programme and teen pregnancy strategy <p>Evaluation</p> <ul style="list-style-type: none"> • Contribution of family planning and abortion to maternal and child health • Monitoring and evaluation of the family planning programme processes and outcomes • Assessment of quality of care • Impact of family planning programmes

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	23
Directed self-study	10	7
Self-directed learning	55	37
Assessment, review and revision	50	33
Total	150	100



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 lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy

The teaching and learning strategy is primarily based on self-directed reading, lectures and discussions on a range of family planning programme topics. Some sessions include group work, enabling students to consolidate their learning through practical application of what they have learned through interaction with their peers. In addition to pre-readings required for some sessions, the module handbook includes a recommended reading list. Students are also given some free time where they can work on their assessment alongside the module as they are learning.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module's intended learning outcomes (ILOs) as listed above. The grade for this summative assessment will go towards the overall award GPA.

The assessment consists of a presentation on one of the following countries: Rwanda, India, Peru or the UK. The presentation will consist of 1) a situation analysis, 2) recommendations for addressing unintended pregnancies and unsafe abortion 3) a monitoring and evaluation plan, and 4) responses to questions based on their presentation.

Students will be provided with a suggested outline of what topics to include in the presentation, which map to this module's intended learning outcomes.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Presentation and written responses	6 minute presentation with one hour to prepare written responses	100	1 – 6

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual and will consist of the same presentation and written response, but on a different country from the first attempt

Resources

Indicative reading list

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 core readings. A reading list with suggested readings related to each session will be provided to students. These are starred and are available online via Moodle.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).