MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	GHM203
Module Title	Research Design and Methods for the Analysis of Global Health Policy
Module Organiser(s)	Joelle Mak
Contact email	For students studying University of London Awards (initial registration 2025/2026 and prior years): Enquiries may be made via their Student Advice Centre at: Student Advice Centre. For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: GHPsupport@lshtm.ac.uk
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	PGDip/MSc Global Health Policy students taking this module need to have successfully completed at least three of the core GHP modules – GHM101, 102, 103 or 104. No pre-requisites for individual module students, or LSHTM in-house MSc or research degree students wishing to take this module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	Elective module for students on DL MSc/PGDip Global Health Policy programme. The module is also available as a stand-alone individual module for anyone with an interest in

	research design and social science methods for the analysis of global health policy and politics.
Module Description	This module introduces students to key concepts and practices in research design as well as to research methods for the analysis of global health policy and politics.
Duration	Moodle is open to access from 1st October. Students then plan their own studies between October and June.
Last Revised (e.g. year changes approved)	August 2025

For students studying UoL awards (initial registration in 2025/2026 and prior years)Programme(s) This module is linked to the following programme(s)	**Status**
PGDip/MSc Global Health Policy (Distance Learning - University of London)	Elective

For students studying LSHTM awards (registration in 2026/2027 and onwards)

Programme(s) This module is linked to the following programme(s)	**Status**
PGDip Global Health Policy (Distance Learning)	Elective
MSc Global Health Policy (Distance Learning)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • introduce students to the utility and application of diverse methods for the analysis of global health policy • provide students with the skills to consider the distinct stages of designing a policy research proposal and/or the application of research in global health programmes.
Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. demonstrate knowledge of research methods as they pertain to global health policy; 2. critically evaluate research methods for the analysis of global health policy through application of the methods to studies of global health policy issues; 3. demonstrate knowledge of key issues involved in the design and application of these research methods; 4. design their own global health policy research project.

Indicative Syllabus

Session Content
The module will cover the following topics: • Introduction: What is global health policy research? • The research process: From research question to research design and methodology; • Quantitative and qualitative methods in global health policy research; • Reviewing the literature; • Ethics and values in the research process; • Documentary and archival research and analysis; • Official statistics and large datasets; • Survey research; • Case studies and comparative design; • Interviews, focus groups and participant observation; • Health policy analysis; • Qualitative data analysis, common pitfalls, dissemination and policy impact.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	72	48
Self-directed learning	28	19
Assessment, review and revision	50	33
Total	**150**	**100**

Teaching and Learning Strategy
Learning is self-directed against a detailed set of learning objectives using the materials provided and engaging with the Moodle activities for each session. Module tutors provide asynchronous support for students by replying to students' contributions to the Moodle activities and to the questions posed in open online discussion forums and facilitating discussion. A series of live webinars are also facilitated by the teaching team covering session topics and ahead of each assessed assignment. Students are also strongly encouraged to actively participate in the Moodle exercises, contribute to posts by fellow students and attend the live webinars. Live webinars are recorded and posted on Moodle for students to access at their convenience. Students can use Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted assessed assignments.

Assessment

Assessment Strategy
This module will be assessed by two assessed assignments (AAs), respectively contributing AA1:AA2 - 30:70% of final grade. Students need to demonstrate strong understanding and engagement with the research methods covered in the Module. AA1 provides an opportunity to critically evaluate a selected research method applied to a global public health issue. AA2 requires students to detail methods to support the design of research on a global health policy topic. Combined, both AAs allow students to demonstrate the ability to select a set of relevant methods, apply methods to global health research policy topics and critically reflect on a set of methods.

Summative Assessment

Assessment Type	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Assessed Assignment	1,800 words	30	1 & 2
Assessed Assignment	2,600 words	70	3 & 4

The assessed assignments for this module can be submitted only once annually. The submission deadline for AA1 is **14 February**. The submission deadline for AA2 is **12 May**. Both must be submitted via the online Assignment Management System.

Resitting assessment
Resits will accord with Chapter 8b of the LSHTM Academic Manual. The Resit assessment will be the same assessment type as the first attempt (see previous table). Where a module is assessed by two or more elements of time-limited assessment and/or one or more assessed assignment(s), each element will require a minimum mark of 1.00 to pass the module. If you fail both elements you may have to resit one or both elements depending on whether the elements are compensatable or not (see Chapter 2 of the LSHTM Academic Manual). If you pass one element but not the other, you may only resit the failed element.

Resources

Core textbooks

Burnham P, Lutz KG, Grant W, Layton-Henry Z (2008). *Research methods in politics*. Basingstoke: Palgrave Macmillan.

Green J, Thorogood N (2018). *Qualitative methods for health research*. 4th edn. London: Sage Publications.

Example of essential readings

Chen X, Li H, Lucero-Prisno DE 3rd, Abdullah AS, et al. What is global health? Key concepts and clarification of misperceptions: Report of the 2019 GHRP editorial meeting. Glob Health Res Policy 2020;5:14.

Abimbola S, Pai M. Will global health survive its decolonisation? Lancet 2020;396:1627-1628.

Flyvbjerg B (2004). Five misunderstandings about case-study research. In: Seale C, Gobo G, Gubrium JF, Silverman D, eds., *Qualitative Research Practice*. London and Thousand Oaks, CA: Sage:420-434.

Gorsky M (2014). Documentary approaches. In Durand MA, Chantler T, eds. *Principles of Social Research*. Maidenhead: Open University Press: 147-62.

Koplan JP, Bond TC, Merson MH, et al. (2009). Towards a common definition of global health. *The Lancet*;373:1993–95.

Mays N, Pope C, Popay J (2005). Systematically reviewing qualitative and quantitative evidence to inform management and policy-making in the health field. *Journal of Health Services Research and Policy*;10(1):6-20.

Perneger T, Hudelson H (2004). Writing a Research Article: Advice to Beginners. *Int J Qual Health Care*;16:191-2.

Pope C, Ziebland S, Mays N (2000). Analysing qualitative data. *BMJ*; 320:114-6.

Parker M, Kingori P (2016). Good and bad research collaborations: Researchers' views on science and ethics in global health research. *PLoS ONE*;11(10): e0163579.

Walt G, Shiffman J, Schneider H et al. (2008). 'Doing' health policy analysis: methodological and conceptual reflections and challenges. *Health Policy Plan*;23(5):308-17.

Other Resources

A full list of essential, recommended and further reading is given for each session.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. In some cases, module materials include a textbook that is made available to students in e-format. 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 studying University of London Awards (initial registration 2025/2026 and prior years):
For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at: Inclusive practice and Access arrangements | University of London

For Students Studying LSHTM awards (registration 2026/2027 and onwards):
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.