LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026/27
Module Code	GHM300
Module Title	Project
Module Organiser(s)	Alexandra Conseil
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 45 ECTS 22.5
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	This module is only available to students registered for the MSc Global Health Policy by distance learning, who have passed at least three of the compulsory core GHP modules – GHM 101, 102, 103 or 104. Students are expected to register for the Project module in the final year of their MSc to ensure that they have acquired sufficient skills and knowledge-base in global health policy to carry out this significant piece of research. This module does not provide a foundation or training in research methods. Students who do not have a foundation or training in qualitative research are strongly recommended to take the module GHM203 Research Design and Methods for the Analysis of Global Health Policy prior or concurrent to this module.
	Important note: It should be noted that, although the Project module is potentially open to all GHP MSc students who meet the above criteria, students may carry out the

	Project module only if their proposal is approved by 30 Jan. If a proposal is not approved, and the project is deemed unsuitable, the student will not be permitted to proceed with the Project module. They may be required by the Project Module Organiser either to: Defer the project to the following year and submit a new project proposal for approval; or withdraw from the Project module and take three elective modules instead.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is an elective for the MSc Global Health Policy by Distance Learning.
Module Description	This module gives students the opportunity to design and carry out a research project that explicitly focuses on the study of policy action and/or processes of policy change to tackle a global health issue and write up a research report. It is up to each student to select the global health issue they wish to study and determine the methodology that is appropriate for the study. You can find more information about the GHM300 Project module in the section 'Prospective GHP Project Students – GHM300 Project Module 2026-27' located at the bottom of the GHM Student Zone 2025-26 on Moodle (from 1st July 2026). The section includes a forum and dates/times for live Q&A webinars for prospective GHP project students.
Duration	The Project module runs over one calendar year from 1 October to 30 September. Students have a maximum of two years from initial registration to submit their Project. Students are expected to submit their project proposal and complete the report in the same academic year. They may, however, defer submission of the report to a second year but will not receive more than the total allocated number of supervision hours. If deferring submission, they will need to re-register for the Project module for that second year.
	Important note: The **firm registration deadline** to take this module in 2026-27 is **30 Sept 2026**. Students are expected to gain access to the GHM300 Project Moodle page on time for the start of the module on 1 October 2026. **The deadline to submit the project proposal is 8 Nov 2026**.
Last Revised	June 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**
MSc Global Health Policy (Distance Learning - University of London Worldwide)	Elective

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

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: o Carry out supervised independent research on a global health policy issue, and to integrate and apply concepts and skills learned in the course of the MSc programme.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Define a clear and relevant research question or aim in response to an identified knowledge gap and formulate relevant research sub-questions or objectives. 2. Select an appropriate research approach(s) and research method(s) to answer the research question or aim, apply those approach(es) and methods correctly and thoroughly, and demonstrate an understanding of methodological limitations. 3. Report, interpret and critically assess/appraise the research findings and formulate recommendations and conclusions that are justified and address the research question or aim. 4. Demonstrate awareness/knowledge of the relevant literature, a clear understanding of the wider field and how the research adds to this body of evidence. 5. Demonstrate an ability to comply with LSHTM's standards of academic and research integrity. 6. Show evidence of clarity of argument, original thinking, and understanding of key concepts and the topic area.

Indicative Syllabus

Session Content
Students work through a five-stage process (with the guidance from the Project Module Organiser (PMO) and a project supervisor) to design, plan and carry out their research; report and analyse their findings; and write up an evidence-based research report of up to 10,000 words.

Session Content
Stage 1. Project proposal (October-January). **Stage 2**. Combined Academic, Risk Assessment and Ethics Approval [CARE] (February-April) **Stage 3**. Introduction, Background and Methodology (March-May) **Stage 4**. Draft Report (May-August) **Stage 5**. Final Report (August-September).

Teaching and Learning

Notional Learning Hours

Type of Learning Time	**Number of Hours**	**Expressed as Percentage (%)**
Contact time	10	2
Directed self-study	50	11
Self-directed learning	290	64
Assessment, review and revision	100	22
Total	**450**	**100**

Teaching and Learning Strategy
The teaching and learning strategy is structured around directed self-study and self-directed learning to prepare four consecutive formative tasks that will build incrementally to the submission of a final project report (Stage 5): 1) a project proposal (Stage 1); 2) a Combined Academic, Risk Assessment and Ethics Approval (CARE) application (Stage 2); 3) a full draft of the Introduction, Background and Methodology sections (Stage 3) and; 4) following the implementation of the project, a draft project report (Stage 4). Students are allocated a project reviewer to review their project proposal and once approved, they are allocated a project supervisor (normally the same person who reviewed their proposal). The project reviewer/supervisor provides academic guidance and feedback to support the student to design, plan, evaluate the feasibility of, carry-out the research and write up the research report. The supervisor provides structured and detailed written feedback on all formative assignments leading to the submission of the final project report, is available to meet to discuss and supplement written feedback, and responds to ad hoc email queries. Students are also supported by a Project Module Organiser (PMO) via the module's Project Discussion Forum, virtual Office Hours sessions (usually 1-2 times a month) and up to 4-5 live webinars. Students are strongly encouraged to participate in the six-week interactive intermediate information skills training 'InfoSkills: Literature Searching Level 2 – intermediate' delivered by the Library and have access to a one-off, one-on-one live support session from the Library to help them review their literature search plan.

Assessment

Assessment Strategy
Students submit a 7,000- to 10,000-word project report. The assessment task requires students to demonstrate the ability to 1) define a clear and relevant research question or aim in response to an identified knowledge gap and formulate relevant research sub-questions or objectives; 2) select an appropriate research approach(s) and research methods to address the research question or aim, apply those approach(es) and methods correctly and thoroughly, and demonstrate a critical understanding of methodological limitations; 3) report, interpret and critically assess/appraise research findings and formulate recommendations and conclusions that are justified and address the research question or aim; 4) engage with and critically understand the relevant literature and policy debates and reflect on how this research contributes to existing knowledge and the local and global health policy contexts/debates; 5) comply with LSHTM's standards of academic and research integrity; and 6) show evidence of clarity of argument, original thinking, and understanding of key concepts and the topic area. The assessment task thus gives students the opportunity to integrate and apply concepts and skills learned in the course of the MSc programme.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Project	7,000 – 10,000 words	100	1 – 6

The final project report should be submitted for marking no later than **30 September** in the year following submission of the proposal.

Re-sitting 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).

Resources

- Access to the LSHTM Virtual Learning Environment – Moodle, containing programme resources including project guidance documents, videos, forms, and web-based discussion forums.
- A welcome video and webinar
- Project stage specific webinars and/or videos
- Group virtual Office Hours (1-2 times a month).
- A list of essential, recommended and further readings - provided on Moodle via links to LSHTM library resources.
- Access to LSHTM, University of London, and Senate House online library resources.
- Access to and online support for a six-week online interactive information skills *Putting Together an Effective Literature Search* and to a one-on-one support session with Library to discuss literature search strategy.
- Access to a personal digital copy of the following e-textbooks:
  - Aveyard H. *Doing a Literature Review in Health and Social Care: A Practical Guide*, (5th Edition). E-Book. UK: Open University Press. 2023.
  - Green J, Thorogood N, Melendez-Torres G. *Qualitative Methods for Health Research*, (5th Edition). E-book. UK: SAGE Publications Ltd. 2025.
  - Bui YN. *How to Write a Master's Thesis, (3rd Edition)*. E-book. US: SAGE Publications, Inc. 2020.

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 text book 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.