



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	PROJNGP
Module Title	Project (MSc Nutrition for Global Public Health)
Module Organiser(s)	Linda Schultz Linda.Schultz@lshtm.ac.uk Zakari Ali Zakari.Ali@lshtm.ac.uk
Faculty	Epidemiology & Population Health
FHEQ Level	Level 7
Credit Value	CATS: 45 ECTS: 22.5
Term of Delivery	Intensive In-person: Full-time After Term 3 with formative milestones during the year Part-time In Year 2, after Term 3 with formative milestones during the second year.
Mode of Delivery	Intensive In-Person
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students registered for the MSc Nutrition for Global Public Health programme should have completed all the core MSc modules
Accreditation by Professional Statutory and Regulatory Body	Association for Nutrition
Module Cap (Indicative number of students)	N/A
Target Audience	This is a compulsory project taken only by students on MSc Nutrition for Global Public Health.
Module Description	The Project is designed to consolidate and integrate a student's learning across the MSc programme and demonstrate their ability to independently apply public health nutrition to a research question.



	Students will conduct their project under the guidance of a LSHTM-based project supervisor or an external project supervisor (plus a LSHTM-based supervisor). Five different project types are allowed: 1) Systematic/Scoping review, 2) Primary data collection (quantitative or qualitative) 3) Secondary data analysis, 4) Policy review or 5) Research proposal for a PhD. Module assessment is via a written project report of 7,000 – 10,000 (max) words and a formative oral assessment.
Duration	Intensive In-person: approximately 12 weeks after Term 3 with formative milestones throughout the year
Timetabling slot	Intensive In-person: Throughout the year for full-time students and throughout the second year for part-time students
Last Revised (e.g. year changes approved)	Sept 2026

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Nutrition for Global Public Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to integrate and apply the knowledge and skills gained throughout the MSc Global Public Health Nutrition programme through the identification, design, and completion of an independent and original research project addressing a relevant public health nutrition issue within global populations and contexts. The project also provides students with an opportunity to explore, in depth, a public health nutrition topic of particular interest to them, while further developing their capacity for independent research, critical analysis, and evidence-informed practice.



Module Intended Learning Outcomes

Upon successful completion of the module, students should be able to:

1. Formulate, refine, and justify a relevant and answerable public health nutrition research question, informed by critical appraisal and synthesis of appropriate literature and evidence.
2. Design, plan, and conduct an independent research project on a topic of relevance to public health nutrition and/or future professional practice, including anticipating and responding to practical challenges and addressing ethical, equity, and contextual considerations.
3. Apply and further develop appropriate methodological and analytical skills relevant to the chosen research topic and project type, this includes literature review and synthesis, data collection, data management, and data analysis, to generate coherent and evidence-based conclusions.
4. Critically interpret and contextualise research findings within wider public health nutrition challenges, policy, practice, and evidence, demonstrating originality, independent thinking, and integration of learning from across the MSc programme.
5. Communicate research processes, findings, and conclusions clearly and professionally through clear and coherent academic writing, presentation, and dissemination skills appropriate to a range of audiences.
6. Demonstrate reflective practice, self-directed learning, and professional development through the completion of the project.

Indicative Syllabus

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Development and refinement of project plans will take place prior to the start of project work through direct discussion with the Project Organiser(s) and/or Project Supervisor(s). Students will complete a formative piece of work in which they develop and submit a project proposal for review and feedback from a member of the teaching team. All students will also be required to complete the relevant ethics application process and obtain ethical approval, where applicable, before commencing data collection or project implementation.

All students should use a project specific EQUATOR reporting guidelines [Reporting guidelines | EQUATOR Network](#)

Types of project report permitted:

a) A systematic/scoping review

This should be a systematic and critical review of a public health nutrition topic, using standard systematic/scoping review methods. Students must carry out all stages of the search, screening, and review independently; although double screening is common in



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published reviews, it is not expected for this MSc project. The review should demonstrate a clear understanding of the epidemiological issues involved, provide a concise synthesis of the current state of knowledge in the field, and offer well justified recommendations for future research and, where relevant, policy. Review projects can address quantitative or qualitative or mixed outcomes. Students could plan to perform a meta-analysis if the data allows. For each included study, students should assess potential biases using an appropriate risk-of-bias approach relevant to the study design. To demonstrate feasibility, at the project outline stage students must identify at least five studies that will definitely be included in the review, typically based on a rapid search.

(b) Secondary data project

A secondary data analysis project may utilise existing datasets that belong to a member of staff, datasets collected by external collaborators, or publicly available datasets. Students must ensure that the data will be accessible within the time constraints of the project. Appropriate permissions, data sharing agreements, original consent forms, and participant information sheets must be in place, where required, to support ethics applications and project approval processes.

In all cases, students must define a clear, focused, and answerable research question with strong relevance to public health nutrition. Students are expected to demonstrate independent engagement with all stages of the research process, including development of the research question, data management, selection and application of appropriate analytical approaches, interpretation of findings, and critical discussion of the implications for policy, practice, and future research.

(c) Primary data collection project

A qualitative research project will usually involve some aspect of primary data collection in the field, such as interviews, focus groups, observations, or other qualitative methods relevant to public health nutrition research. Where a public health nutrition programme or intervention is being evaluated, the project may instead focus on analysis of existing qualitative data; in such cases, the report structure may follow the guidance for a secondary data analysis project (see above).

For both field-based qualitative research and programme evaluation projects, it is essential that an appropriate project topic, study setting, supervisory arrangements, and methodological approach are established at an early stage, as the timeframe for the summer project can make these projects particularly demanding. Students must ensure that all necessary permissions, access arrangements, and ethical approvals are in place prior to commencing data collection.

In all cases, students should develop a clear, focused, and feasible research question with strong relevance to public health nutrition. Students are expected to demonstrate



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independent engagement with the research process, including study design, development of data collection tools, ethical considerations, data management, qualitative/quantitative analysis, interpretation of findings, and critical discussion of the implications for policy, practice, and future research.

(d) Policy Review

A policy review should provide clear, evidence-based guidance for policy-makers on a key issue within public health nutrition. The project will draw on and synthesise existing literature in a manner similar to a traditional review, but with a stronger emphasis on translating evidence into practical, policy-relevant conclusions and recommendations. Students are expected to select an original and clearly defined topic and to demonstrate a critical understanding of the evidence base, including its strengths, limitations, and relevance to real-world policy contexts. The focus should be on interpreting and communicating findings in a way that is accessible and useful for policy audiences, rather than solely summarising the literature.

The review should culminate in well-justified, actionable recommendations that are explicitly linked to the available evidence and consider issues such as feasibility, equity, and implementation within public health nutrition systems.

(e) Research proposal for PhD

A research proposal project should present a comprehensive plan for a new and original study in an area relevant to public health nutrition. It may align with the student's future research interests, including the development of a potential PhD topic.

The project requires the identification and justification of a clear and feasible research question, grounded in a critical understanding of the existing evidence base and key gaps in knowledge. A substantial and focused literature review will form a central component, synthesising relevant evidence to establish the rationale for the proposed work.

Students should outline the proposed study design, methodology, and analytical approach, alongside key considerations such as ethics, feasibility, equity, and potential implementation challenges. The proposal should demonstrate appropriate methodological awareness, including the strengths and limitations of the chosen approach, and justify key design decisions.

While primary data collection is not expected, students are required to demonstrate independent development of the research concept and its translation into a coherent, well-structured, and methodologically robust proposal with clear relevance to public health nutrition research, policy, or practice.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	6%
Directed self-study	10	2%
Self-directed learning	315	70%
Assessment, review and revision	100	22%
Total	450	100

Teaching and Learning Strategy

Learning is primarily through a combination of self-study, structured seminars and workshops, and specialised academic contact time and supervision. Students receive academic guidance and support to identify feasible projects that fit within the scope of the MSc Global Public Health Nutrition programme. Project supervisors provide ongoing academic support throughout the project via in-person and/or virtual meetings, as well as email communication, helping students to develop, refine, and complete their work. Ultimate responsibility for the project report remains with the student, not the supervisor. Students will also receive formative feedback from their supervisor on one draft of the written project report.

A series of seminars and workshops will run throughout the year to support project development and completion. These sessions will cover key areas including research design, literature review and synthesis, ethics, data collection and analysis, academic writing, presentation skills, and project management, all within the context of global public health nutrition research. The sessions are designed to provide students with structured opportunities to develop their project work, receive guidance and feedback, and build the knowledge and skills required to successfully complete their research project.

Assessment

Assessment Strategy

The assessments for the project have been designed to measure student learning against the intended learning outcomes (ILOs) listed above, and to accurately reflect how scientific research is presented, discussed, and communicated.

There will be one summative assessment and one formative assessment:

1. Oral assessment (formative)

Students will undertake a formative oral assessment (approximately 10–15 minutes) based on their research proposal and methods. The assessment enables students to critically

Assessment Strategy

discuss and reflect on their proposed research project, demonstrating how it integrates learning from across the Master's programme. Feedback provided during the oral assessment should be used to inform and strengthen the final written submission.

2. Written project report (100%)

The recommended word count for the written report is 7,000 words, with a maximum of 10,000 words. The written project report will be judged not only on its scientific content, but also on evidence of the student's appreciation of its strengths and weaknesses, and on the clarity and quality of its presentation. The report will also include a reflective commentary on how feedback received during the formative oral assessment was used to develop and improve the project.

Students must pass the summative assessment (written project report) with a minimum grade of 2.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Project report (summative)	7,000 to 10,000 words	100	1-6
Oral assessment (formative)	Approximately 10-15 minutes		1-3, 5

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

For students who are required to re-sit, there are three types of resit that the Board of Examiners can require students to undertake:

- i. Revise and resubmit within a defined timescale
- ii. Collect new data and update the project, for submission by the following year's deadline
- iii. Undertake an entirely new project, for submission by the following year's deadline



Resources

In addition to the online versions of the compulsory MSc Nutrition for Global Public Health modules, students are provided with a project handbook and associated guidance documents on Moodle, the LSHTM online learning environment. Moodle will also host content relating to the taught sessions delivered as part of the Research Project module.

Teaching for Disabilities and Learning Differences

Students with diverse needs, including disabilities or learning differences, are considered in the design of all module activities and resources, including lecture delivery and assessment planning. The learning environment (Moodle) is designed to support accessibility for the widest possible audience, with technical features enabled for ease of navigation. Module resources are created in line with LSHTM accessibility guidelines, including captions and transcripts for recordings and accessible document formatting. Digital accessibility is considered as part of ongoing module and assessment review processes, including where third-party tools and sites are used.

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.