

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	1701			
Module Title	Reviewing the Literature			
Module Organiser(s)	Andrew Hutchings and Matthew Egan			
Faculty	Public Health & Policy			
FHEQ Level	Level 7			
Credit Value	CATS	15	ECTS	7.5
HESA Cost Centre	101			
HECoS Code	101335			
Term of Delivery	Term 2			
Mode of Delivery	Face to face			
Mode of Study	Full time			
Language of Study	English			
Pre-Requisites	<p>Students who wish to take this module are required to take one of the Library's sessions on using bibliographical databases. There is some overlap between appraising the literature in the module and material covered in Qualitative Methodologies (1700). There is also some overlap between using bibliographic databases in the module and some of the Library sessions on the use of bibliographic databases.</p> <p>A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM's English language requirements.</p>			
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body			
Module Cap (Maximum number of students)	60			
Target Audience	This module is intended for students interested in health services/systems and public health research in developed or developing countries.			
Module Description	<p>Students on this module learn how to conduct systematic reviews: including reviews of quantitative research evidence and reviews of qualitative research evidence. We examine the key elements involved in producing robust syntheses of research evidence, such as:</p> <ul style="list-style-type: none"> • Learning how to conduct a systematic review, including - • Framing an appropriate review question • Literature searching • Data extraction and critical appraisal of evidence • Synthesis and write-up. 			

	For the module assessment, students design and conduct their own systematic review on a topic they select.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D2
Last Revised (e.g. year changes approved)	October 2019

2. Programme(s) that this module is part of

Programme	Status <i>(Compulsory/Recommended Option)</i>
Public Health (Health Services Research stream)	Compulsory
Health Policy, Planning and Financing	Recommended Option
Public Health	Recommended Option
Public Health (Health Economics stream)	Recommended Option
Public Health (Health Promotion stream)	Recommended Option
Public Health for Development	Recommended Option
Public Health for Eye Care	Recommended Option

3. Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> Describe and illustrate the methods available for identifying and reviewing quantitative and qualitative literature.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Carry out an appropriate, rigorous review of the literature Understand the strengths and weaknesses of different methods of identifying, assessing and synthesising literature.

4. Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> Planning the review: the role of the literature review and specification of the task Identification of relevant literature, both published and unpublished: developing a search strategy and using bibliographic databases Appraising the literature: methods for assessing the quality of quantitative and qualitative research Synthesising the evidence: integration of the evidence using both quantitative and qualitative methods; principles of meta-analysis



- Formulating recommendations and writing the review

5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	27	18
Directed self-study	18	12
Self-directed learning	15	10
Assessment, review and revision	90	60
Total	150	100

Teaching and Learning Strategy

The teaching and learning strategy is based on a combination of lectures as well as computer and non-computer practical sessions. In the practical sessions students have the opportunity to apply the concepts and methods covered in the lectures. The module is intended to provide students with “hands on” experience of conducting their own systematic review: a process that includes developing a review question, searching the literature, appraising the literature, extracting data, synthesising included studies and writing-up. We will teach and give students a chance to try out systematic review methods relevant to both reviews of quantitative and qualitative evidence. As the module progresses we will also provide opportunities for group discussions and one-to-one discussions of specific challenges students encounter as they work on their own review. The assessment task, submitted at the end of the module, is the student’s own systematic review. They produce this as the module progresses – with the teaching content in each week sequenced to match the stages of the review they are producing. It is a ‘learn as you go’ approach.

Indicative Breakdown of Contact Time

Type of delivery	Total (hours)
Lecture	10.5
Seminar	8.5
Tutorial	0
Computer Practical	7.5
1 to 1 advice	0.5
Laboratory Practical	0
Fieldwork	0
Project Supervision	0
Total	27

6. Assessment

Assessment Strategy

Each student will submit a literature review of up to 2500 words (plus appendices) undertaken during the module. Students choose their own review question and will work on their review throughout the module supported by assessment seminars and individual advice sessions.

The assessment maps on to the intended learning outcomes by:

- Expecting students to develop their topic of interest into a review question and to plan and undertake an appropriate search for relevant studies;
- Allowing students to demonstrate their understanding of the methodological quality of the studies included in their review by undertaking critical appraisal;
- Providing an opportunity to draw together evidence on their question from included studies using appropriate methods of evidence synthesis;
- Encouraging students to reflect on the process of undertaking their review and assess the strengths and limitations of their review.

Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	Up to 2500 (plus appendices)	100%	All

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Literature review	Literature Review Protocol	2000

7. Resources

Indicative reading list

- Counsell C. Formulating questions and locating primary studies for inclusion in systematic reviews. *Ann Intern Med* 1997;127:380-387.
- Mays N, Pope C, Popay J. Systematically reviewing qualitative and quantitative evidence to inform management and policy-making in the health field. *J Health Serv Res Policy* 2005;10 (Suppl 1):S1:6-S1:20.
- Mulrow CD. Systematic reviews: Rationale for systematic reviews. *BMJ* 1994;309:597-599.

- Petticrew M. Systematic reviews from astronomy to zoology: Myths and misconceptions. *BMJ* 2001;322:98-101.
- Katikireddi SV, Egan M, Petticrew M. How do systematic reviews incorporate risk of bias assessments into the synthesis of evidence? A methodological study. *J Epidemiol Community Health* 2014; doi:10.1136/jech-2014-204711.
- Thomas J, Harden A. Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology* 2008;8:45 doi:10.1186/1471-2288-8-45. (<http://www.biomedcentral.com/1471-2288/8/45>).
- Britten N, Campbell R, Pope C, Donovan J, Morgan M, Pill R. Synthesis of qualitative research: A worked example using meta-ethnography. *J Health Serv Res Policy* 2002;7:209-215
- Guyatt GH, Oxman AD, Vist GE, Kunz R, Falck-Ytter Y, Alonso-Coello P, Schünemann HJ for the GRADE Working Group. GRADE: an emerging consensus on rating quality of evidence and strength of recommendations. *BMJ* 2008;336:924
- Hultcrantz M, Rind D, Akl EA, Treweek S, Mustafa RA, Iorio A, et al. The GRADE Working Group clarifies the construct of certainty of evidence. *Journal of Clinical Epidemiology* 2017.87:4-13.
- Thomson H, Thomas S. The effect direction plot: visual display of non-standardised effects across multiple outcome domains. *Research Synthesis Methods* 2013;4(1):95-101. (doi:10.1002/jrsm.1060)

8. Teaching for Disabilities and Learning Differences

Use of Penopto to record all lectures (note this cannot be guaranteed with lectures delivered by external speakers); slides and/or handouts prior to lectures/seminars; accessibility of teaching resources (Word, PowerPoint & Excel – one computer practical uses STATA); all core items on reading lists available in alternate or accessible formats; and any other work undertaken or student provision designed to enable access to learning.

Module Information can be found on the Virtual Learning Environment (MOODLE) containing information about each session and key references for the module. Students will use electronic library resources (e.g. E-journals and databases) and STATA statistical software provided by LSHTM. For the assessment students may need to use other libraries to obtain articles.