# MODULE SPECIFICATION

<table>
<thead>
<tr>
<th>Academic Year (student cohort covered by specification)</th>
<th>2020-21</th>
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<tbody>
<tr>
<td>Module Code</td>
<td>DEM201</td>
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<tr>
<td>Module Title</td>
<td>Demographic Data: Sources, Collection and Evaluation</td>
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<tr>
<td>Module Organiser(s)</td>
<td>Keith Tomlin, Kathryn Risher</td>
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</tbody>
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| Faculty                                                 | Faculty of Epidemiology & Population Health  
London School of Hygiene and Tropical Medicine  
[http://www.lshtm.ac.uk/eph/](http://www.lshtm.ac.uk/eph/) |
| FHEQ Level                                              | Level 7 |
| Credit Value                                            | CATS 15  
ECTS 7.5 |
| HECoS Code                                              | 101408 : 100473 |
| 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                                          | Those wishing to study this module must have already studied and passed DEM101 Introduction to Demographic Analysis prior to studying this module. DL PG Diploma and MSc Epidemiology students wishing to study this module can do so as part of their elective modules selection list. |
| Accreditation by Professional Statutory and Regulatory Body | Not currently accredited by any other body. |
| Module Cap (Maximum number of students)                 | There is no cap on the number of students who can register for this distance learning module. |
| Target Audience                                         | *Demographic Data: Sources, Collection and Evaluation* is a compulsory module for all students on the DL PG Diploma/MSc Demography and Health programmes. This module can also be taken as an elective module by those studying the DL PG Diploma/MSc in Epidemiology programmes. |
| Module Description                                      | This module introduces students to the key sources of demographic data including censuses, vital registration systems, single-round surveys and longitudinal cohort studies. It assesses the strengths and limitations of each approach, the methods by which the data sources can be... |
applied to obtain demographic measures, and potential errors that can bias results. The module also explains and assesses a range of sampling strategies, and examines the practical components of primary data collection including questionnaire design, fieldwork logistics and data collection/management.

**Duration**

Distance learning module studies begin in early October. Students may start their studies at any time once they gain access to Moodle and therefore the study materials, and work through the material until the start of the June examinations (although assessment submission deadlines which are earlier than this must be observed).

**Last Revised (e.g. year changes approved)**

April 2020

<table>
<thead>
<tr>
<th>Programme(s)</th>
<th>Status</th>
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<tbody>
<tr>
<td>This module is linked to the following programme(s)</td>
<td></td>
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<tr>
<td>PGCert/PGDip/MSc Demography &amp; Health (Distance Learning - University of London Worldwide)</td>
<td></td>
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<tr>
<td>PGDip/MSc Epidemiology (Distance Learning – University of London Worldwide)</td>
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**Module Aim and Intended Learning Outcomes**

**Overall aim of the module**

The overall module aim is to introduce sources of demographic data, the methods used to collect them, the application of data to measure health outcomes, and the potential errors that can arise in data collection that can bias demographic indicators.
Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Demonstrate a knowledge of population censuses, vital registration systems, sample registration systems and population registers as sources of demographic data
2. Identify the role of surveys in demographic estimation and research and the tasks involved in conducting a demographic survey
3. Describe the value of survey data to the demographer and to show how key demographic measures can be derived from survey data
4. Be aware of the main sources of longitudinal data commonly encountered in demographic research
5. Understand the concept of sampling and the issues associated with it, and outline the main methods used for selecting a representative sample
6. Explain the major kinds of error encountered in demographic data, and describe the essential investigations that should be conducted in the evaluation of these data.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Session 1 Censuses and vital registration
- Session 2 Single-round surveys
- Session 3 Longitudinal studies
- Session 4 Design and conduct of surveys
- Session 5 Conducting quantitative demographic inquiries: sampling
- Session 6 Conducting quantitative demographic inquiries: content
- Session 7 An introduction to Demographic and Health Surveys
- Session 8 Internal evaluation of demographic data.

Teaching and Learning

Notional Learning Hours

<table>
<thead>
<tr>
<th>Type of Learning Time</th>
<th>Number of Hours</th>
<th>Expressed as Percentage (%)</th>
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<tbody>
<tr>
<td>Directed self-study</td>
<td>80</td>
<td>53</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Assessment, review and revision</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
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### Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. The key learning methods are:

- Reading and reflecting on the CAL (computer-assisted learning) materials which introduce, explain and apply the principles and methods covered in the module.
- Reading and reflecting on provided materials which support the learning in the CAL sessions. This may include making use of the LSHTM online library resources.
- Accessing academic support which is available from the module tutors through the web-based discussion forums and real-time sessions (using Collaborate Ultra) in which students are encouraged to participate.
- Completing formative assignment(s) and reflecting on written feedback from module tutors.

### Assessment

#### Assessment Strategy

Module assessment has three components – a formative assignment (FA) which is optional and does not contribute to the final assessment of the module; an assessed assignment (AA) which accounts for 30% of the assessment mark; and an unseen examination which contributes the remaining 70% of the assessment. The FA draws upon the full range of course material and poses a series of linked relatively short-answer questions. The AA takes the form of a 3,000 word essay that requires students to identify publicly available sources of demographic data in a specified low-income country, to explain the methods used to collect these data, to interpret some of the findings that are derived from them and to identify and interpret the limitations of the data. The assessment provides an opportunity for students to write an extended, structured narrative in which they can critically assess demographic data. The timed unseen exam comprised two compulsory questions, which are each sub-divided into a number of short-answer questions, and is therefore of similar structure to the FA. The duration of the examination is 2 hours 15 minutes, of which 15 minutes is allocated as reading time and an hour is allocated for each of the two questions.
## Summative Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment Length (i.e. Word Count, Length of presentation in minutes)</th>
<th>Weighting (%)</th>
<th>Intended Module Learning Outcomes Tested</th>
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<tbody>
<tr>
<td>Assessed Assignment</td>
<td>Extended essay up to 3,000 words</td>
<td>30</td>
<td>2, 3, 5, 6</td>
</tr>
<tr>
<td>Exam</td>
<td>2hrs 15mins</td>
<td>70</td>
<td>1, 2, 3, 4, 5, 6</td>
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### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#).
Indicative reading list

The following websites and journal articles are freely available and are relevant to components of the syllabus

Journal article: The twilight of the census; Coleman, David, Population and Development Review, 38 (Supplement S1), 201302, 334 – 351

Website: Count Every Child: The Right to Birth Registration
https://eu02.alma.exlibrisgroup.com/leganto/readinglist/citation/1930767530003736

Website: The DHS Program – Quality information to plan, monitor and improve population, health and nutrition programs
https://dhsprogram.com

Journal article: A systematic review of demographic and health surveys; data availability and utilization for research; Madeleine Short Fabric, YoonJoung Choi, Sandra Bird; World Health Organisation, 90, 1 August 2012, Total pages 604-612
https://pubmed.ncbi.nlm.nih.gov/22893744/?from_term=a+systematic+review+of+demographic+and+health+surveys

Journal article: Demographic and Health Surveys: a profile; Corsi, Daniel J et al; International Journal of Epidemiology, 41(6), 201212, 1602-1613
https://academic.oup.com/ije/article/41/6/1602/747345

Website: Tools for Demographic Estimation
http://demographicestimation.iussp.org

Document: WHO – Social science methods for research on sexual and reproductive health
https://www.who.int/reproductivehealth/publications/social_science/9789241503112/en

Document: A guide for data management of household surveys, chapter XV, pp305-334
United Nations Statistics Division – Household Surveys in Developing Countries
Other resources
The following materials are provided to students after registration for this module when the online learning site, Moodle, opens in October:

- A brief guide to studying the module.
- The main learning materials (sessions listed above, provided on Moodle).
- A reading list including details of both required and optional reading and links to selected papers.
- A list of useful websites.

The School’s Moodle site allows students to access a range of materials, including those listed above; participate in module-specific discussion forums and Collaborate sessions, and access the LSHTM online library resources.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the module learning materials and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings (where appropriate). 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.

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

https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements