MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	DEM300
Module Title	Project Report
Module Organiser(s)	Keith Tomlin and Rachel Scott
Faculty	Faculty of Epidemiology & Population Health London School of Hygiene and Tropical Medicine http://www.lshtm.ac.uk/eph/
FHEQ Level	Level 7
Credit Value	**CATS** 45 **ECTS** 22.5
HECoS Code	tbc
Mode of Delivery	Distance Learning
Mode of Study	Part-time
Language of Study	English
Pre-Requisites	**This module is only available to students studying for the DL MSc Demography and Health programme**. Students are expected to take this module in their final year of study, except where they have applied, and been given permission, to take this in an alternative year. It is expected that students studying this module will have taken the last of the written examinations or other assessments for the DL MSc in Demography and Health, or be taking them in the current academic year. In addition, note that students wishing to use survival analysis methods will need to have undertaken DEM205.
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body.
Module Cap (Maximum number of students)	There is no specification for the number of students who can register for the project.
Target Audience	The Project Report is recommended for all students on the DL MSc Demography and Health programme and should be taken in the final year of study to complete the MSc.

Module Description	In this module students write a project report on a demography and health issue of their choice, to build on and bring together their understanding of concepts and skills learned during the MSc programme.
Duration	The Project Module runs over one academic year, from 1 October to 30 September of the following year. Students are expected to submit their project proposal and complete the report in the same academic year. However, students may defer submission of the report to a second year of project registration, in which case they should re-register for the project that second year. (Students requesting deferment may also need to extend their programme registration by a further year; a fee would then be payable.) Students unable to complete the project within 2 years due to extenuating circumstances may formally apply to the Extenuating Circumstances Committee for approval to defer submission of the project report to a third year.
Last Revised (e.g. year changes approved)	May 2021

Programme(s) This module is linked to the following programme(s)	Status
PGCert/PGDip/MSc Demography & Health (Distance Learning - University of London Worldwide)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: give students the opportunity to work on a demography and health issue, and to develop and deepen their understanding of demographic concepts and skills learned during the MSc programme.

Module Intended Learning Outcomes

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

1. Demonstrate independent research skills.
2. Demonstrate the ability to think critically and develop original ideas; develop a research question, formulate a hypothesis, critically evaluate the literature.
3. Demonstrate an awareness of the practical aspects of planning and conducting a study, including potential problems and pitfalls; carry out a risk assessment, understand how to address issues around intellectual property and ethics when conducting a research study.
4. Apply methodological and analytical skills gained in the advanced modules to a real-world problem.
5. Analyse data or literature and form conclusions based on this analysis.
6. Demonstrate familiarity with research-reporting styles, including project layout and referencing; write a scientific report according to prescribed standards.
7. Present, describe and interpret study findings in a clear and systematic way.
8. Produce an extended piece of writing that is clear and coherent.
9. Demonstrate the ability to present research and/or policy implications and recommendations in a clear format.
10. Where appropriate, reflect on social or ethical issues relating to the research.
11. Demonstrate competence in either: (1) the application of statistical methods of analysis, appropriate to a demographic study question; (2) a systematic search and critical evaluation and synthesis of the literature related to a demographic research question.
12. Demonstrate an awareness of the practical aspects of demographic research.

Indicative Syllabus

Session Content
The project must be one of the following two types: 1. Analysis of quantitative data 2. A critical literature or policy review ***1) Analysis of a dataset*** Students are encouraged to use datasets that are freely available either with data that has been made open access or by requesting permission (e.g. DHS data). Some students may have access to a dataset for analysis from their employment or from a member of staff at LSHTM. If they intend to use a dataset from their employment they must ensure that it will provide them with sufficient opportunity to demonstrate their analysis skills to an MSc level, for example by investigating an association between two variables whilst allowing for confounding (including designing a strategy of analysis and conducting multivariable analyses). Students will need to ensure that the data are available to them within the time constraints of the project, and that it will not require a large amount of time to 'clean' the data before they can begin coding and analysing. Only in exceptional circumstances would de novo data collection be approved as part of the Project Report. If the data are not open access, it is essential that students get full written agreement from the owner of the dataset to use it for their project. If they are working on a study as a member of a team, the data analysis and formulation of the research question must be their own independent work, and they should clearly state in their report the contribution that was made by others. The choice of the statistical methods is dependent on the research question and type of data available for analysis. However, the statistical methods taught in the advanced modules are sufficient for the data analysis projects. Note that: students planning to undertake survival analysis will need to have a good grasp of the advanced statistical methods taught in the module DEM205 Analysing survey and population data. ***2) Review of Literature*** This does not need to be a systematic review but it should be critical, challenging, incorporating original ideas and possibly breaking new ground on the chosen topic. This should be a comprehensive review in which students will be expected to demonstrate their understanding of the issues involved, provide a concise synthesis of the 'state of the art' in that field, and to state clear recommendations for policy, practice and future research directions. It is necessary to demonstrate at the project outline stage early on in the year that there are a reasonable number of studies (at least 5) that can be used based on a quick online search. Students are encouraged to do a project which is relevant to their current or future work, but this is not essential.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	50	11%
Self-directed learning	300	67%
Assessment, review and revision	100	22%
Total	**450**	**100**

Teaching and Learning Strategy
Learning is self-directed against a set of learning objectives, using the project guidelines which are available to students registered for the project. Project supervisors provide feedback on the project idea, the completed CARE (Combined Academic, Risk assessment and Ethics) form, including an outline of the proposed project, one draft of the final report and in response to specific academic queries.

Student support is available from i) a project supervisor (usually allocated in January) and ii) the Project Organisers (all year round) via email or through online discussion forums and occasional real time sessions (using Collaborate Ultra) in which students are encouraged to participate. There are online discussion for queries related to Stata (technical queries related to the software), analyses based on Demographic and Health Surveys (DHS) and other complex multi-stage surveys. Online training modules are provided by the library on information skills, including searching the literature.

The role of the project supervisor is to guide students in carrying out their project. However, ultimate responsibility for the project report rests with the student, and not the supervisor.

Students are expected to complete their project within one academic year; however, students are allowed up to two (2) years of project registration to complete their project. However, students who plan to complete their project over two years rather than one year should inform the Programme Director so that appropriate arrangements are made for continuity of their supervision over the 2 years where possible. |

Assessment

Assessment Strategy
Formal assessment of this module is by one written report. The emphasis will be on the student's understanding of the key demographic methods and their implementation. The project will be independently marked by two examiners and judged not only on scientific content, but also on evidence of the student's appreciation of its strengths and weaknesses, and on the appropriateness of the style and presentation of their report. The report requires student to demonstrate independent research skills, critical thought, awareness of the practical aspects of research, methodological skills, and communication and presentation skills in research.

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 – 12

Resitting assessment
Resits will accord with the LSHTM's Resits Policy

Resources

Indicative reading list
There is no reading list for this module.

Other resources
Students are given access (from early October) to
i)   the LSHTM Virtual Learning Environment, Moodle, which contains resources such as discussion forums and Project guidance documents and forms
ii) the LSHTM online library, as well as two online training modules / workshops on information skills.

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. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

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

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