MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	HHM300
Module Title	Project
Module Organiser(s)	Neha Singh and Programme Coordinator
Contact email	The LSHTM distance learning programmes and modules are run in collaboration with the University of London Worldwide. Enquiries may be made via their Student Advice Centre at: http://www.london.ac.uk/contact-us.
Faculty	Faculty of Public Health and Policy London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/php
FHEQ Level	Level 7
Credit Value	**CATS:** 60 **ECTS:** 30
HECoS Code	*100617*
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment including library training on literature search and research ethics in humanitarian contexts.
Language of Study	English
Pre-Requisites	Only students registered for the MSc Health in Humanitarian Crises by distance learning, who have completed all of the compulsory core modules, will be allowed to take this module.
Accreditation by Professional Statutory and Regulatory Body	None
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	This module is compulsory for students enrolled on the MSc Health in Humanitarian Crises.
Module Description	This project will allow students to carry out supervised independent research on a policy issue in humanitarian health or a specific field project within which students work or have worked. It will thereby integrate and apply their

	understanding of concepts and skills learned in the course of their Health in Humanitarian Crises MSc programme.
Duration	The Project Report Module runs over one calendar year from 1 Oct to 30 September. The project report may be submitted within a **maximum period of two consecutive years** from the point of registration. Students are not entitled to additional supervisory support if they choose to spread the project over two years instead of one.
Last Revised (e.g. year changes approved)	May 2022

Programme(s) This module is linked to the following programme(s):	**Status**
MSc Health in Humanitarian Crises (Distance Learning - University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide students with critical skills and tools for designing, organising and implementing an ethical, independent research project; • give students the opportunity to carry out supervised independent research on a policy issue in humanitarian health or a specific field project within which students work or have worked, and thereby to integrate and apply their understanding of concepts and skills learned in the course of their MSc programme.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Demonstrate independent and ethical research skills, in particular considering the ethics of health in humanitarian crises. 2. Demonstrate the ability to think critically and develop original ideas, develop a research question, and identify an appropriate research design. 3. Identify appropriate databases and sources for peer-reviewed and grey literature reports, and demonstrate the ability to search, abstract and select relevant reports to support research objectives. 4. Apply basic methods for structured evaluation of a policy, disease control intervention or operational field project in humanitarian health, integrating knowledge gained through the taught component of the MSc. 5. Demonstrate the ability to write, present, interpret and discuss research findings, in relation to other studies, and make programmatic or policy recommendations (where appropriate) in a clear and systematic academic format.

Indicative Syllabus

Session Content
The project module is split into two sequential stages, as follows: 1. **Directed self-study to gain essential skills and tools in the design, planning and conduct of independent ethical research**, with a focus on the kinds of research that humanitarian health professionals are likely to themselves lead, and with an understanding of the ethics of health in humanitarian crises as reflected by the typologies of MSc project listed below. Students will work through a set of distance learning materials, split into the following sections, themselves intended as sequential: a. Applications of research in humanitarian health; b. The research process: from research question to design, planning, implementation, writing-up and dissemination; c. Reviewing the literature; d. Documentary review; e. Health policy analysis and options appraisal; f. Qualitative research skills: interviews and focus groups, coding and synthesis of results; g. Effective data visualisation: tables, graphs, info-graphics; h. Scientific writing and research dissemination. i. Ethics in research, especially as related to humanitarian contexts. Each section will emphasise very practical knowledge, dos and don'ts, and will be complemented by extensive references to and suggestions for LSHTM as well as external tools. Case studies will be provided as vignettes.

Session Content
2. **Design, conduct and write-up of a research project.** Students will work through a staged process with guidance from the Project Module Organiser and a project supervisor to design, plan, research, implement, analyse and write up their research project: Stage 1. Proposal development and approval (October-January) Stage 2. Combined academic, risk assessment and ethics approval [CARE] (February-April) Stage 3. Development of study methods and data collection instruments (March-May) Stage 4. Study implementation and Draft Report (May-August) Stage 5. Final Report (August-September). Student research projects must be one of the following types: • **Humanitarian intervention or project evaluation.** Students will be encouraged to identify opportunities for critical evaluation of field interventions or projects that they are working within, if possible and appropriate. Such evaluations will likely consist of a mix of methods including document review, medical records review, observation of processes (e.g. health facility observation) and interviews with key stakeholders, including affected populations. • **Policy appraisal.** Students will identify a specific issue in humanitarian health (e.g. a disease or condition for which new options for control are warranted, proposed or debated; a feature of the delivery of humanitarian projects, such as user fee exemptions or cash transfers), identify relevant literature and compose a structured overview of the issue, usually accompanied by an options appraisal or an equivalent synthesis of policy alternatives, and clear recommendations. Note that the examples are indicative – the policy issue will require sufficient specificity and originality. • **Systematic literature review.** Students will identify a specific public health intervention (e.g. tuberculosis treatment) or characteristic (e.g. burden of disease among urban refugees) that has not been the subject of a recent literature review. They will apply systematic literature review methods to define a search and selection strategy, identify relevant reports, rate their strength of evidence, summarise findings and develop any relevant research and policy conclusions. Note that the examples are indicative – the object of review will require sufficient specificity and originality.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	150	25
Self-directed learning	250	42
Assessment, review and revision	200	33
Total	**600**	**100**

Teaching and Learning Strategy
Stage 1 – Essential skills and tools This stage emphasises self-study on a set of materials, comprising of key concepts, case studies/vignettes and worksheets. Exploration of related LSHTM and external resources / tools is strongly encouraged. Students are encouraged to post comments and questions on a Moodle discussion forum. Three Collaborate sessions are scheduled during this stage so as to check in with students and answer questions on the content. **Stage 2 – Research project** This stage emphasises self-directed learning and the student taking leadership for all aspects of the research project. However, a dedicated project supervisor is assigned to the student. The supervisor will provide extensive explanations and background on any project that is being suggested to the student, if applicable; provide feedback on the initial proposal and CARE form; and review the draft report. In addition, the supervisor will be available for phone calls / videoconferences with the student at the following moments in the project: proposal / project design, methods development, inception, data collection/analysis and draft report.

Assessment

Assessment Strategy
The first stage of the module is assessed through **formative multiple choice question quizzes, that do not count towards the module grade**. Whenever students complete one of the sections in this stage, they must take a brief, timed (20 minutes, 10 questions) multiple choice quiz on the section. Students may retake the quiz until they pass it. Passing one section unlocks the next section's multiple choice questions, and so on until all sections are completed. The emphasis of this assessment is to verify that students have successfully engaged with the learning content for this stage. The rationale for this assessment strategy is that this

Assessment Strategy
formative stage of the module merely aims to equip students to successfully undertake the research project stage: as such, module learning outcomes should be demonstrable and assessable through the research project itself (below). The research project is assessed on a summative basis through **one written report of up to 10,000 words (100% of total module grade)**, submitted through the online Assignment Management System (AMS), in electronic form. Students who receive a fail grade for their project report (0 or 1), and who are not granted extenuating circumstances, are allowed one further attempt at the project. Students who do not submit a project report by the project deadline of their second consecutive year and who are not granted extenuating circumstances, will be awarded a 0 (non-submission) grade. They will be considered to have failed the project at the first attempt and allowed one further attempt at the project. The final project report should be submitted for marking no later than 30 September in the year following submission of the proposal.

Summative assessment

Assessment Type	**Assessment Length** (i.e. Word Count, Length of presentation in minutes)	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Project	10,000 words	100%	1, 2, 3, 4, 5

Resitting assessment
The multiple choice examination allows for unlimited attempts, until the student passes all sections (quizzes). Resits for the final project report will accord with the LSHTM's Resits Policy .

Resources

Other resources

The following materials are provided to students after registration for this module once a year:

- Access to the LSHTM Virtual Learning Environment – Moodle, containing programme resources including distance learning content, project guidance documents, screencasts including literature search training, forms, and web-based discussion forums covering research ethics in humanitarian settings.
- Good examples of final project reports completed by past students.
- Recommended readings - provided on Moodle via links to LSHTM library resources.
- Access to LSHTM and University of London online library resources.
- Access to and online support for a 6-week online Library course.
- Information Skills (Intermediate Level) - Putting Together an Effective Literature Search.
- Suggested relevant websites.

Students are also given access to the following e-books:

- Aveyard H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide*, 3rd ed.
- Bell J, Waters S. (2014) *Doing your Research Project: A Guide for First-time Researchers*, 6th ed.
- Green, Judith, and Nicki Thorogood (2018) *Qualitative Methods for Health Research*. 4th ed. SAGE Publications Ltd.

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