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MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	GHM203
Module Title	Research Design and Methods for the Analysis of Global Health Policy
Module Organiser(s)	Ellen Nolte, Virginia Bond
Faculty	Public Health & Policy: London School of Hygiene & Tropical Medicine http://www.lshtm.ac.uk/php/
FHEQ Level	Level 7
Credit Value	CATS 15 ECTS 7.5
HECoS Code	100962 : 100648 : 101307
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	PG Diploma and MSc students taking this module need to have successfully completed at least 3 of the core GHP modules – GHM101, 102, 103 or 104. None for individual module students, or LSHTM in-house MSc or research degree students wishing to take this module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	Elective module for students on DL MSc/PGDip Global Health Policy programme. The module is also available as a stand-alone individual module for anyone with an interest in research design and social science methods for the analysis of global health policy and politics.
Module Description	This module introduces students to key concepts and practices in research design as well as to research methods for the analysis of global health policy and politics.



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Duration	Moodle is open to access from 1 st October each year. Students then plan their own studies between October and June.
Last Revised (e.g. year changes approved)	March 2020

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none">introduce students to the utility and application of diverse qualitative methods for the analysis of global health policy and politics providing them with the skills to consider the distinct stages of designing a policy research proposal.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none">demonstrate knowledge of research methods as they pertain to global health policy and politics;critically evaluate research methods for the analysis of global health policy;appreciate key issues involved in the design and application of these research methods;design their own global health policy research project.

Indicative Syllabus

Session Content
The module will cover the following topics: <ul style="list-style-type: none">Introduction: What is global health policy research?The research process: From research question to research design and methodology;Quantitative and qualitative methods in global health policy research;Reviewing the literature;Case studies and comparative design;Interviews, focus groups and participant observation;



Session Content

- Documentary and archival research and analysis;
- Official statistics and large datasets;
- Survey research;
- Health policy analysis;
- Ethics and values in the research process;
- Qualitative data analysis, common pitfalls, dissemination and policy impact.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	72	48
Self-directed learning	28	19
Assessment, review and revision	50	33
Total	150	100

Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted formative assignments.



Assessment

Assessment Strategy

This module will be assessed by two assessed assignments (AAs), respectively contributing AA1:AA2 - 30:70% of final grade. AA1 critically evaluates research methods. AA2 request students to develop the design (including detailed methods) of a research proposal. If students fail the module overall, they are allowed one further attempt at the failed element.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	1,500 words	30	1 & 2
Assessed Assignment	3,500 words	70	3 & 4

The assessed assignments for this module can be submitted only once annually, AA1 no later than 14 February and AA2 no later than 12 May. Both must be submitted via the online Assignment Management System.

Resitting assessment

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



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Resources

Core textbooks

Burnham P, Lutz KG, Grant W, Layton-Henry Z (2008). Research methods in politics. Basingstoke: Palgrave Macmillan.

Green J, Thorogood N (2018). Qualitative methods for health research. 4th edn. London: Sage Publications.

Example essential readings

AbouZahr C, Boerma T, Hogan D (2017). Global estimates of country health indicators: useful, unnecessary, inevitable? *Global Health Action*;10(sup1):1290370

Brugha R, Bruen C, Tangcharoensathien V (2014). Understanding Global Health Policy. In: Brown GW, Yamey G, Wamala S, eds. *The Handbook of Global Health Policy*. Chichester: Wiley-Blackwell:19-45.

Flyvbjerg B (2004). Five misunderstandings about case-study research. In: Seale C, Gobo G, Gubrium JF, Silverman D, eds., *Qualitative Research Practice*. London and Thousand Oaks, CA: Sage:420-434.

Gorsky M (2014). Documentary approaches. In Durand MA, Chantler T, eds. *Principles of Social Research*. Maidenhead: Open University Press: 147-62.

Koplan JP, Bond TC, Merson MH, et al. (2009). Towards a common definition of global health. *The Lancet*;373:1993-95.

Mays N, Pope C, Popay J (2005). Systematically reviewing qualitative and quantitative evidence to inform management and policy-making in the health field. *Journal of Health Services Research and Policy*;10(1):6-20.

Perneger T, Hudelson H (2004). Writing a Research Article: Advice to Beginners. *Int J Qual Health Care*;16:191-2.

Pope C, Ziebland S, Mays N (2000). Analysing qualitative data. *BMJ*; 320:114-6.

Parker M, Kingori P (2016). Good and bad research collaborations: Researchers' views on science and ethics in global health research. *PLoS ONE*;11(10): e0163579.

Walt G, Shiffman J, Schneider H et al. (2008). 'Doing' health policy analysis: methodological and conceptual reflections and challenges. *Health Policy Plan*;23(5):308-17.

Other Resources

A full list of essential, recommended and further reading is given for each session.



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Teaching for Disabilities and Learning Differences

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>