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MEDICINE



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	GHM300
Module Title	Project
Module Organiser(s)	Alexandra Conseil
Faculty	Public Health & Policy: London School of Hygiene & Tropical Medicine http://www.lshtm.ac.uk/php/
FHEQ Level	Level 7
Credit Value	CATS 45 ECTS 22.5
HECoS Code	100648 : 100962
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	Only students registered for the MSc Global Health Policy by distance learning, who have completed at least three of the compulsory core modules, will be allowed to take this module. As this module focuses on applying and integrating concepts and skills developed in the course of the programme, we very strongly recommend that you register for the Project module in the final year of your MSc studies to ensure that you have acquired sufficient skills and knowledge-base in global health policy to carry out this significant piece of research. It is recommended that students undertake the module GHM203 Research Design and Methods for the Analysis of Global Health Policy prior or concurrent to this module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is elective for the PGCert/PGDip/MSc Global Health Policy by Distance Learning.



Module Description	This module gives students the opportunity to carry out supervised, implement, analyse and write up a research project.
Duration	The Project 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)	05/2020

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

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"> Carry out supervised independent research on a global health policy issue, and to integrate and apply concepts and skills learned in the course of the MSc programme.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Define a clear and relevant research question in response to an identified knowledge gap and formulate relevant research aim and objectives. Select appropriate research methods to answer the research question, apply those methods correctly and thoroughly, and demonstrate an understanding of methodological limitations. Report, interpret and critically assess/appraise research findings and formulate recommendations and conclusions that are justified and address the research question. Demonstrate awareness/knowledge of the relevant literature, a clear understanding of the wider field and how this research adds to this body of evidence. Demonstrate an ability to comply with LSHTM's standards of academic and research integrity. Show evidence of clarity of argument, original thinking, understanding of key concepts and the topic area.



Indicative Syllabus

Session Content

Students 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. Introduction/Methods Sections Development (March-May)

Stage 4. Project Implementation and Draft Report (May-August)

Stage 5. Final Report (August-September).

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	10	2
Directed self-study	50	11
Self-directed learning	290	64
Assessment, review and revision	100	22
Total	450	100

Teaching and Learning Strategy

The teaching and learning strategy is structured around directed self-study and self-directed learning to prepare four consecutive formative tasks that will build incrementally to the submission of a final project report: a project proposal, a Combined Academic, Risk Assessment and Ethics approval (CARE) application, a draft of the Introduction/Background and Methods sections of the report, and, following the implementation of the project, a draft project report. Students are allocated a project reviewer to review their project proposal and once approved, they are allocated a project supervisor (normally the same person who reviewed their proposal) who supports them in carrying out their project. The supervisor provides structured written feedback on formative tasks, offers e-meetings to discuss written feedback and responds to ad hoc email queries. Students are also supported by a Project Module Organiser via web-based discussion forums in which students are encouraged to participate and a live Collaborate session at the proposal stage. Students are encouraged to participate in a 6-week interactive module on 'Putting Together a Literature Search' delivered by Library and have access to one-on-one support from the Library to help them review their literature search.



Assessment

Assessment Strategy

Students submit a 10,000 word project report. The assessment task requires students to demonstrate the ability to define a clear and relevant research question in response to an identified knowledge gap and formulate relevant research aim and objectives; the ability to select appropriate research methods to answer the research question, apply those methods correctly and thoroughly, and demonstrate an understanding of methodological limitations; the ability to report, interpret and critically assess/appraise research findings and formulate recommendations and conclusions that are justified and address the research question; awareness/knowledge of the relevant literature, a clear understanding of the wider field and how this research adds to this body of evidence, the ability to comply with LSHTM's standards of academic and research integrity and show evidence of clarity of argument, original thinking, understanding of key concepts and the topic area. The assessment task thus gives students the opportunity to integrate and apply concepts and skills learned in the course of the MSc programme.

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 – 6

The final project report should be submitted for marking no later than 30 September in the year following submission of the proposal.

Re-sitting assessment

Re-sits will take place in accordance with the Re-sits Policy for Distance Learning Students which can be found in section 8b.9.11 of the [LSHTM Academic Manual](#).



Resources

Indicative reading list

- Aveyard H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide*, 3rd ed.
- Green, Judith, and Nicki Thorogood (2018) *Qualitative Methods for Health Research*. 4th ed. SAGE Publications Ltd.

Other resources

- Access to the LSHTM Virtual Learning Environment – Moodle, containing programme resources including project guidance documents, screencasts, forms, and web-based discussion forums.
- 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 “Putting Together an Effective Literature Search.”
- Suggested relevant websites.

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>