MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	DEM101
Module Title	Introduction to Demographic Analysis
Module Organiser(s)	Alison Wringe and Jim Todd
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** 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	None
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	*Introduction to Demographic Analysis* is a core module for all students on the DL PG Certificate/PG Diploma/MSc Demography and Health programmes.
Module Description	This module introduces students to the calculations and analyses that underpin demography. The module describes population trends in fertility and mortality and provides the formulae to calculate those changes and to project future changes. The module gives students the opportunity to gain the skills to use, understand and interpret the ways that fertility and mortality are shaping the world.
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, (made

	available annually usually in October, depending on date of registration) until completion of their assessment.
Last Revised (e.g. year changes approved)	April 2020

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/PGDip/MSc Demography and Health (University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • enable students to understand and apply basic techniques of demographic analysis relevant to the study of population and health and to enable students to understand how demographic data are collected and introduce slightly more advanced methods of demographic analysis.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Apply key techniques used in demographic analysis for the measurement of fertility and mortality 2. Interpret basic demographic data 3. Explain the usefulness of a demographic approach for the study of population and health issues 4. Undertake demographic analysis for the measurement of fertility, mortality, migration and population change and structure 5. Appreciate how different types of demographic information are collected and used.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Session 1 Demography on the world stage • Session 2 How to measure demographic events • Session 3 How demographers think about populations: age and sex • Session 4 Measuring fertility • Session 5 Biological and social determinants of fertility • Session 6 Measurement of mortality statistics and standardisation • Session 7 Life Tables I • Session 8 Life Tables II • Session 9 Migration and population distribution

Session Content
• Session 10 Population projections: concepts and methods

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	80	53
Self-directed learning	30	20
Assessment, review and revision	40	27
Total	**150**	**100**

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
The Formative Assignment (FA) is part of the learning process, and gives students a chance to demonstrate their understanding of the topic. The feedback and discussion on the FA will be valuable in understanding the needs and requirements of the Assessed Assignment (AA). The AA uses a task that is similar to the format of the FA, allowing students to use the practice from the FA to demonstrate their understanding of the concepts and aims of the module. **Students who registered for DEM101 prior to 2021-22:** The assessment method prior to 2021-22 comprised 70% unseen written examination and 30% assessed assignment. Where a student has previously registered on the module, but has not yet completed the assessment for these modules:

Assessment Strategy
• A student registered for the module prior to 2021-22 who has not attempted any element of the assessment will be required to complete the assessed assignment only (100% of the module marks). • A student registered for the module prior to 2021-22 who has completed one element of assessment but not the other (i.e. the unseen written examination or the assessed assignment) must still complete both elements of assessment. • A student registered for the module prior to 2021-22 who has obtained a GPA of between 1.0 and 1.99 for the module overall, must resit the failed element(s) unless the overall module GPA is compensatable. • A student registered for the module prior to 2021-22 who has previously obtained a GPA of less than 1.0 on the assessed assignment or the module overall, must resit the failed element(s). New module registrations for DEM101, will be assessed only by an Assessed Assignment, please see information in the next section.

Summative Assessment

Assessment Type	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Assessed Assignment	4 questions intended to take between 4 and 6 hours. The questions are open-book and students need to submit the answer before the deadline.	100	ILOs 1, 2, 3, 4, 5

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

Resources

Indicative reading list

Three textbooks are recommended as they cover the same material as this module but in a different way, which may appeal to some students.

(1) Preston, S., Guillot, M. & Heuveline, P. (2001). M. *Demography. Measuring and Modeling Population processes*. Oxford: Blackwell, 291 p.

(2) Palmore, J. A., & Gardner, R. W. (1994). *Measuring mortality, fertility, and natural increase: A self-teaching guide to elementary measures.* Honolulu: East-West Center, 169 p.

(3) Rowland, Donald T. (2003). *Demographic methods and concepts.* Oxford: Oxford University Press, 546 p.

Some seminal papers on topics within the module are recommended for students.

(4) Bongaarts, J. (1978). A framework for analyzing the proximate determinants of fertility. *Population and development review*, 105-132.

(5) Mathers, C. D. (2002). Health expectancies: an overview and critical appraisal. *Summary measures of population health: concepts, ethics, measurement and applications. Geneva: World Health Organization*, 177-204.

(6) Abel, Guy J., and Nikola Sander. Quantifying global international migration flows. *Science* 343, no. 6178 (2014): 1520-1522.

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. 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