

## MODULE SPECIFICATION

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| <b>Academic Year (student cohort covered by specification)</b>     | 2021-22  |
| <b>Module Code</b>   | DEM102   |
| <b>Module Title</b>  | Population Studies   |
| <b>Module Organiser(s)</b>   | Rebecca Sear and Lynda Clarke  |
| <b>Faculty</b>   | Faculty of Epidemiology & Population Health<br>London School of Hygiene and Tropical Medicine<br><a href="http://www.lshtm.ac.uk/eph/">http://www.lshtm.ac.uk/eph/</a>   |
| <b>FHEQ Level</b>  | Level 7  |
| <b>Credit Value</b>  | <b>CATS</b> 15<br><b>ECTS</b> 7.5  |
| <b>HECoS Code</b>  | 101408 : 100473  |
| <b>Mode of Delivery</b>  | Distance Learning  |
| <b>Mode of Study</b>   | Directed self-study, through online materials via the Virtual Learning Environment   |
| <b>Language of Study</b>   | English  |
| <b>Pre-Requisites</b>  | None   |
| <b>Accreditation by Professional Statutory and Regulatory Body</b> | Not currently accredited by any other body.  |
| <b>Module Cap (Maximum number of students)</b>                     | There is no cap on the number of students who can register for this distance learning module.  |
| <b>Target Audience</b>   | <i>Population Studies</i> is a core module for all students on the DL PG Certificate/PG Diploma/MSc Demography and Health programmes.  |
| <b>Module Description</b>  | This module provides an introduction to population studies, describing and explaining global population trends and processes, and the components of population change: fertility, mortality and migration. It also provides students with the theoretical tools needed to understand why fertility and mortality vary over time and between regions. |
| <b>Duration</b>  | 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   |

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|--|-------------|
|  | assessment. |
| <b>Last Revised (e.g. year changes approved)</b> | May 2021    |

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

## Module Aim and Intended Learning Outcomes

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| <b>Overall aim of the module</b>   |
| The overall module aim is to: <ul style="list-style-type: none"> <li>enable students to acquire a broad substantive knowledge of population trends and an understanding of the major theories, findings and debates about determinants of trends and differentials in the fertility and mortality of human populations and the consequences of such variations.</li> </ul> |

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| <b>Module Intended Learning Outcomes</b>   |
| Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>Demonstrate knowledge of broad contemporary and historical variations in demographic trends, particularly fertility and mortality, but also international migration, in human populations</li> <li>Summarize and evaluate the main theoretical arguments that have been proposed to explain trends and differentials in mortality and fertility</li> <li>Articulate and defend arguments about what explains fertility and mortality variation and trends by making use of key literature in the field</li> <li>Identify the key implications of different theories for fertility, health, and development policy</li> <li>Understand the population and other consequences of changes in fertility and mortality, such as population ageing, and the interaction between population change, public health, and public policy.</li> </ol> |

## Indicative Syllabus

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| <b>Session Content</b>  |
| The module is expected to cover the following topics: <ul style="list-style-type: none"> <li>Session 1 Population change and the demographic transition</li> <li>Session 2 Conceptual issues in demography</li> <li>Session 3 Mortality decline and change: the epidemiological transition</li> <li>Session 4 Mortality transition in the developing world</li> <li>Session 5 Contemporary mortality trends in developed countries</li> <li>Session 6 Demand and diffusion theories of fertility decline</li> <li>Session 7 The role of family planning programmes</li> </ul> |

### Session Content

- Session 8 The second demographic transition and family change
- Session 9 The perspective from evolutionary demography
- Session 10 AIDS in Africa: the demographic impact.

## 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                          |
| <b>Total</b>                    | <b>150</b>      | <b>100</b>                  |

### 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 provides an opportunity to practice assessment questions similar to the Assessed Assignment.

The Assessed Assignment consists of a structured, multipart question followed by an essay. It provides an opportunity to demonstrate a broad understanding of the concepts and aims of the module as well as in-depth understanding of a particular topic, and construct a clear, reasoned evaluation of an important topic in population studies.

### Students who registered for DEM102 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).

## Summative Assessment

| Assessment Type     | Assessment Length<br>(i.e. Word Count, Length<br>of presentation in<br>minutes) | Weighting<br>(%) | Intended Module<br>Learning Outcomes<br>Tested |
|---------------------|---|------------------|--|
| Assessed Assignment | Written assignment,<br>maximum 3000 words                                       | 100              | 1, 2, 3, 4, 5                                  |

## Resitting assessment

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

## Resources

### **Indicative reading list**

There are many books written for a general audience which cover global population trends and the importance of population issues to health, economy and society. The following three are particularly recommended:

- (1) Hans Rosling, Ola Rosling & Annal Rosling Rönnlund (2018) *Factfulness: Ten Reason We're Wrong about the World – and Why Things are Better Than you Think* (written for a general audience by a team of excellent science communicators about the state of global health, much of which focuses on demography)
- (2) Danny Dorling & Stuart Gietel-Basten (2017) *Why Demography Matters* (written by two British demographers for a general audience, highlighting the importance of demography to human affairs)
- (3) Sarah Harper (2016) *How Population Change Will Transform Our World* (a recent popular account about recent dramatic population changes worldwide and what implications these changes have for society and economy).

These articles tackle important population trends and topics in more depth:

- (4) Ezeh,A., Bongaarts, J., & Mberu, B. (2012). Global population trends and policy options. *The Lancet*, 380, 142-48.
- (5) McFalls, J. (2007) Population: A Lively Introduction. Population Bulletin 62, 1 (a publication of the Population Reference Bureau)  
<http://www.prb.org/pdf07/62.1LivelyIntroduction.pdf>
- (6) Lee, Ronald (2003). The demographic transition: three centuries of fundamental change. *Journal of Economic Perspectives*, 17, 167-190.

### **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>