

MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	DEM201
Module Title	Demographic Data: Sources, Collection and Evaluation
Module Organiser(s)	Keith Tomlin, Anushé Hassan
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	Those wishing to study this module must have already studied and passed DEM101 Introduction to Demographic Analysis prior to studying this module. DL PG Diploma and MSc Epidemiology students wishing to study this module can do so as part of their elective modules selection list.
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	<i>Demographic Data: Sources, Collection and Evaluation</i> is a compulsory module for all students on the DL PG Diploma/MSc Demography and Health programmes. This module can also be taken as an elective module by those studying the DL PG Diploma/MSc in Epidemiology programmes.
Module Description	This module introduces students to the key sources of demographic data including censuses, vital registration systems, single-round surveys and longitudinal cohort studies. It assesses the strengths and limitations of each

	approach, the methods by which the data sources can be applied to obtain demographic measures, and potential errors that can bias results. The module also explains and assesses a range of sampling strategies, and examines the practical components of primary data collection including questionnaire design, fieldwork logistics and data collection/management.
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)	Status
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Demography & Health (University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to introduce sources of demographic data, the methods used to collect them, the application of data to measure health outcomes, and the potential errors that can arise in data collection that can bias demographic indicators.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a knowledge of population censuses, vital registration systems, sample registration systems and population registers as sources of demographic data 2. Identify the role of surveys in demographic estimation and research and the tasks involved in conducting a demographic survey 3. Describe the value of survey data to the demographer and to show how key demographic measures can be derived from survey data 4. Be aware of the main sources of longitudinal data commonly encountered in demographic research 5. Understand the concept of sampling and the issues associated with it, and outline the main methods used for selecting a representative sample 6. Explain the major kinds of error encountered in demographic data, and describe the essential investigations that should be conducted in the evaluation of these data.

Indicative Syllabus

Module Specification 2020-21 – DEM201

Session Content

The module is expected to cover the following topics:

- Session 1 Censuses and vital registration
- Session 2 Single-round surveys
- Session 3 Longitudinal studies
- Session 4 Design and conduct of surveys
- Session 5 Conducting quantitative demographic inquiries: sampling
- Session 6 Conducting quantitative demographic inquiries: content
- Session 7 An introduction to Demographic and Health Surveys
- Session 8 Internal evaluation of demographic data.

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

Module assessment has three components – a formative assignment (FA) which is optional and does not contribute to the final assessment of the module; and an assessed assignment (AA) which accounts for 100% of the assessment mark. The FA draws upon the full range of course material and poses a series of linked relatively short-answer questions. The AA takes the form of a 3,000 word written assignment that requires students to identify publicly available sources of demographic data in a specified low-income country, to explain the methods used to collect these data, to interpret some of the findings that are derived from them and to identify and interpret the limitations of the data. The assessment provides an opportunity for students to critically assess demographic data.

Students who registered for DEM201 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:

- 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).

Assessment Strategy

- 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 (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Written assignment up to 3,000 words	100	ILOs 1, 2, 3, 4, 5, 6

Resitting assessment

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

Resources

Indicative reading list

The following websites and journal articles are freely available and are relevant to components of the syllabus:

Journal article: The twilight of the census; Coleman, David, Population and Development Review, 38 (Supplement S1), 201302, 334 – 351

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1728-4457.2013.00568.x>

Website: Count Every Child: The Right to Birth Registration

<https://eu02.alma.exlibrisgroup.com/leganto/readinglist/citation/1930767530003736>

Website: The DHS Program – Quality information to plan, monitor and improve population, health and nutrition programs

<https://dhsprogram.com>

Journal article: A systematic review of demographic and health surveys; data availability and utilization for research; Madeleine Short Fabric, YoonJoung Choi, Sandra Bird; World Health Organisation, 90, 1 August 2012, Total pages 604-612

https://pubmed.ncbi.nlm.nih.gov/22893744/?from_term=a+systematic+review+of+demographic+and+health+surveys

Journal article: Demographic and Health Surveys: a profile; Corsi, Daniel J et al; International Journal of Epidemiology, 41(6), 201212, 1602-1613

<https://academic.oup.com/ije/article/41/6/1602/747345>

Website: Tools for Demographic Estimation

<http://demographicestimation.iussp.org>

Document: WHO – Social science methods for research on sexual and reproductive health

https://www.who.int/reproductivehealth/publications/social_science/9789241503112/en

Document: A guide for data management of household surveys, chapter XV, pp305-334
United Nations Statistics Division – Household Surveys in Developing Countries

<https://unstats.un.org/unsd/hhsurveys/index.htm>

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>