



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	DEM203
<b>Module Title</b>	Contemporary Demographic Trends and Issues
<b>Module Organiser(s)</b>	Lynda Clarke, Abigail Page
<b>Faculty</b>	Faculty of Epidemiology and Population Health London School of Hygiene & Tropical Medicine <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 <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>	Those wishing to study this module must have already studied and passed DEM102 Population Studies prior to studying this module. DL PG Diploma/MSc Epidemiology students wishing to study this module can do so as part of their elective modules selection list.
<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>Contemporary Demographic Trends and Issues</i> is an elective 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.

<b>Module Description</b>	This module builds upon topics introduced in DEM 102 Population Studies. The module explores the main theoretical frameworks for understanding demographic change and trends. Students gain the opportunity to explore the inter-linkages between demographic changes and various economic and environmental factors, and how these can be used to inform health and social policy across the globe.
<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, and made available annually usually in October, depending on date of registration) until completion of their assessment.
<b>Last Revised (e.g. year changes approved)</b>	April 2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Demography & Health (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)	Elective

## **Module Aim and Intended Learning Outcomes**

**Overall aim of the module**

The overall module aim is to:

- build upon topics introduced in DEM102 Population Studies, and provide a deeper understanding of the key debates in demography in order to critically evaluate the policy implications of demographic change worldwide.

**Module Intended Learning Outcomes**

Upon successful completion of the module a student will be able to:

1. Articulate the main theoretical frameworks for understanding a range of demographic trends
2. Evaluate the relevance of these theories for understanding past and future populations
3. Outline the main inter-linkages between processes of economic, demographic and environmental change, including the causes and consequences of global warming
4. Assess the demographic significance and relationship to economic development of international migration and of urbanisation in the less developed world
5. Critically evaluate some of the consequences of the global trend of population ageing
6. Assess how the study of these demographic issues can be used to inform health and social policy across the globe.

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Session 1 Population and development
- Session 2 Population and the environment
- Session 3 Migration and urbanization
- Session 4 Population, poverty and health
- Session 5 Population policy, past and present
- Session 6 Key issues in reproductive health
- Session 7 Migration, ethnicity and identity
- Session 8 Demographic ageing and its consequences
- Session 9 The long reach of childhood: health and the life programme.

## 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 (FA) is part of the learning process, and gives students a chance to demonstrate their understanding of the topics covered in the module. 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 DEM203 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).
- 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

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Structured written assessment, no more than 2500 words in length (excl bibliography).	100	1,2,3,4,5,6

**Resitting assessment**

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

## Resources

### Indicative reading list

Some of the recommended readings on topics covered within the module

- 1) Bloom D., Canning D., Sevilla J., (2003) "The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change". Santa Monica, CA: RAND
- 2) Graeme H., (2011) "Future demographic change and its interactions with migration and climate change", Vol 21, p21-33
- 3) Boserup E., (1965) "The Conditions of Agriculture Growth: The economics of agrarian change under population pressure"
- 4) Dyson T., (2001) "A partial theory of world development: the neglected role of the demographic transition in the shaping of modern society", Vol 7, Issue 2, 67-90.
- 5) Coale A., Watkins S., (1985) "The decline of fertility in Europe since the eighteenth century as a chapter in human demographic history", Chapter 1, xxii 484p.
- 6) Coale A., Hoover E., (1958) "Population growth and economic development in low-income countries: a case study of India's prospects", xxi, 389p, Princeton University Press

### 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.~~