MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	DEM204
Module Title	Demographic Analysis: Applications and Extensions
Module Organiser(s)	Rachel Scott and Julio Romero Prieto
Faculty	Epidemiology and Population Health London School of Hygiene & 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 Population Studies, and must have studied EPM102 Statistics with Computing and DEM202 Demographic Analysis: Further Methods and Models prior to studying this module.
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	*Demographic Analysis: Applications and Extensions* is an elective module for all students on the DL PG Diploma/MSc Demography and Health programmes.
Module Description	This module builds on DEM101 and DEM202, covering more advanced methods and applications in demographic analysis and emphasising their relevant to understanding real world contemporary demographic issues.
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)	May 2021

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • further expand students' demographic toolkit already established in DEM101 Introduction to Demographic Analysis and DEM202 Demographic Analysis: Further Methods and Models, by adding depth to key methods used by demographers, and emphasising the application of these methods to understanding demographic and health issues.

Module Intended Learning Outcomes (ILO)
Upon successful completion of the module a student will be able to: 1. Understand and apply advanced methods in demography 2. Interpret complex demographic data 3. Analyse data using key advanced demographic methods 4. Generate clear and professional reports based on demographic analyses 5. Apply demographic methods to understanding current issues in demography and health.

Indicative Syllabus

Session Content
This module is expected to cover the following topics: • Session 1 Cause of death: ICD, measuring maternal mortality, certification & verbal autopsies • Session 2 Life tables from survival data • Session 3 Multiple decrement and current status life tables • Session 4 Measuring impairment and disability: concepts, measurements, ADLS, and health life expectancy • Session 5 Measuring the burden of disease • Session 6 Measuring fertility preferences, unintended pregnancies and access to family planning • Session 7 Measuring sexual behaviour and partnerships (in the context of HIV/AIDS) • Session 8 Quantum and tempo in demographic estimation • Session 9 Parity progression and birth intervals.

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
Formal assessment of this module is by an assessed assignment (100%) . If students fail the module overall, they are allowed one further attempt. The Formative Assignment (FA) allows students to practice their use of the statistical methods learned and to get feedback on how to improve the techniques. The Assessed Assignment (AA) builds on the FA using a different dataset, and builds in an opportunity for students to apply their understanding of demographic methods to broader issues in demography and health.

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 formal word count. The AA is designed to take around 3 hours.	100	1, 2, 3, 4, 5

Students who registered for DEM204 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 failed element(s).

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

Resources

Indicative reading list
There are no core texts for the module, but suggested readings are provided for each individual session. **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