MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	GHM300
Module Title	Project
Module Organiser(s)	Alexandra Conseil
Faculty	Public Health & Policy: London School of Hygiene & Tropical Medicine
FHEQ Level	Level 7
Credit Value	**CATS** 45 **ECTS** 22.5
HECoS Code	100648 : 100962
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	This module is only available to students registered for the MSc Global Health Policy by distance learning, who have passed at least three of the compulsory core GHP modules. Students are expected to register for the Project module in the final year of their MSc studies to ensure that they have acquired sufficient skills and knowledge-base in global health policy to carry out this significant piece of research. It is strongly recommended that students take the module **GHM203 *Research Design and Methods for the Analysis** of Global Health Policy* prior or concurrent to this module. **Important note**: It should be noted that, although the Project module is potentially open to all GHP MSc students who meet the above criteria, students are granted permission to carry out the Project module only once their proposal has been approved. If a proposal is not approved, the student will not be able to proceed with the Project module this academic year and will have two options: • Resubmit a new proposal the following academic year.

	• Withdraw from the Project module and take three elective modules instead.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is elective for the MSc Global Health Policy by Distance Learning.
Module Description	This module gives students the opportunity to design and implement a research project and write up a research report that addresses a **global health issue** and focuses on **policy action**, or the **potential for such action**, to tackle that issue and/or on the **processes of policy change** underlying such action. It is up to each student to select the global health issue they wish to study and determine the methodology that is appropriate for the study. You can find more information about the GHM300 Project module in the section **'Prospective GHP Project Students – GHM300 Project Module 2024/25'** at the bottom of the **GHM Student Zone 2023/24** on Moodle. It includes a forum and dates/times for live Q&A webinars for prospective GHP project students.
Duration	The Project module runs over one calendar year from 2 Oct to 30 September. Students are expected to submit their project proposal and complete the report in the same academic year. However, once a project proposal is approved, a maximum duration of two consecutive years in which to complete and submit the project report applies. The duration of two years is given, in order to enable a student who might experience difficulties to: suspend work on their project; defer the receipt of project supervision; and defer the submission of their project report to year two. In these circumstances, the student would take a break from their project studies and recommence the project module **one year later**, at which point supervision would resume. **Important note:** The **firm registration deadline** to take this module in 2023/24 is **30 Sept 2023**. Students are expected to gain access to the GHM300 Project Moodle page on time for the start of the module on 2 October 2023. **The deadline to submit the initial project proposal is 8 Nov 2023**.

Last Revised (e.g. year changes approved)	April 2023

Programme(s) This module is linked to the following programme(s)	Status
MSc Global Health Policy (Distance Learning - University of London)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: o Carry out supervised independent research on a global health policy issue, and to integrate and apply concepts and skills learned in the course of the MSc programme.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Define a clear and relevant research question in response to an identified knowledge gap and formulate relevant research aim and objectives. 2. Select an appropriate research methodology and research methods to answer the research question, apply those methods correctly and thoroughly, and demonstrate an understanding of methodological limitations. 3. Report, interpret and critically assess/appraise research findings and formulate recommendations and conclusions that are justified and address the research question. 4. Demonstrate awareness/knowledge of the relevant literature, a clear understanding of the wider field and how this research adds to this body of evidence. 5. Demonstrate an ability to comply with LSHTM's standards of academic and research integrity. 6. Show evidence of clarity of argument, original thinking, understanding of key concepts and the topic area.

Indicative Syllabus

Session Content
Students work through a staged process with the guidance from the Project Module Organiser and a project supervisor to design, plan, research, implement, analyse and write up their research project. Stage 1. Project proposal (October-January). Stage 2. Combined Academic, Risk Assessment and Ethics Approval [CARE] (February-April) Stage 3. Introduction, Background and Methodology Sections (March-May) Stage 4. Draft Report (May-August) Stage 5. Final Report (August-September).

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	10	2
Directed self-study	50	11
Self-directed learning	290	64
Assessment, review and revision	100	22
Total	**450**	**100**

Teaching and Learning Strategy
The teaching and learning strategy is structured around directed self-study and self-directed learning to prepare four consecutive formative tasks that will build incrementally to the submission of a final project report: 1) a project proposal; 2) a Combined Academic, Risk Assessment and Ethics Approval (CARE) application; 3) a draft of the Introduction, Background and Methodology sections and; 4) following the implementation of the project, a draft project report. Students are allocated a project reviewer to review their project proposal and once approved, they are allocated a project supervisor (normally the same person who reviewed their proposal) who supports them in carrying out their project. The supervisor provides structured written feedback on formative tasks, offers e-meetings to discuss written feedback, and responds to ad hoc email queries. Students are also supported by a Project Module Organiser via email, web-based discussion forums and live webinar sessions. Students are strongly encouraged to participate in the 6-week interactive intermediate information skills training '*Putting Together an Effective Literature Search'* delivered by Library and have access to a one-on-one support session from the Library to help them review their literature search plan.

Assessment

Assessment Strategy
Students submit a 10,000 word project report. The assessment task requires students to demonstrate the ability to define a clear and relevant research question in response to an identified knowledge gap and formulate relevant research aim and objectives; the ability to select an appropriate research methodology and research methods to address the research question, apply those methods correctly and thoroughly, and demonstrate an understanding of methodological limitations; the ability to report, interpret and critically assess/appraise research findings and formulate recommendations and conclusions that are justified and address the research question; an awareness/knowledge of the relevant literature, a clear understanding of the wider field and how this research adds to this body of evidence, the ability to comply with LSHTM's standards of academic and research integrity and show evidence of clarity of argument, original thinking, understanding of key concepts and the topic area. The assessment task thus gives students the opportunity to integrate and apply concepts and skills learned in the course of the MSc programme.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Project	7,000 – 10,000 words	100	1 – 6

The final project report should be submitted for marking no later than 30 September in the year following submission of the proposal.

Re-sitting assessment
Resits will follow the LSHTM Resits Policy, which is published at the start of each academic year. The current policy can be found here: Resits Policy.

Resources

- Access to the LSHTM Virtual Learning Environment – Moodle, containing programme resources including project guidance documents, videos, forms, and web-based discussion forums.
- Module welcome and induction videos and webinars
- A live briefing webinar and/or video at each project stage and drop-in sessions/office hours 1-2 times a month.
- A full list of essential, recommended and further readings - provided on Moodle via links to LSHTM library resources.
- Access to LSHTM, University of London, and Senate House online library resources.
- Access to and online support for a 6-week online interactive information skills *Putting Together an Effective Literature Search* and to a one-on-one support session with Library to discuss literature search strategy.
- Access to a personal digital copy of the following textbooks:
  - Aveyard H. (2018) *Doing a Literature Review in Health and Social Care: A Practical Guide*, 4th ed. Mc Graw Hill Education.
  - Green, Judith, and Nicki Thorogood (2018) *Qualitative Methods for Health Research*, 4th ed. SAGE Publications Ltd.
  - Bui, Yvonne (2020) *How to Write a Master's Thesis, 3rd* ed. SAGE Publications Intl (US).

Teaching for Disabilities and Learning Differences

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.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the Inclusive Practice/Access Arrangements page of the University of London Worldwide website