MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024/25
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 to ensure that they have acquired sufficient skills and knowledge-base in global health policy to carry out this significant piece of research. This module does not provide a foundation or training in research methods. Students who do not have a foundation or training in qualitative research are strongly recommended to 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 in the current academic year and will have two options:

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 carry out a research project which explicitly focuses on policy action and/or processes to tackle a global health issue of their choice and write up a research report. 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' located at the bottom of the GHM Student Zone 2023/24 on Moodle (from 1st July). The section 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 1 October 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 2024/25 is **30 Sept 2024**. Students are expected to gain access to the GHM300 Project Moodle page on time for the start of the module on 1 October 2024. **The deadline to submit the initial project proposal is 8 Nov 2024**.
Last Revised	June 2024

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 should be able to: 1. Define a clear and relevant research question or aim in response to an identified knowledge gap and formulate relevant research sub-questions or objectives. 2. Select an appropriate research approach(es) and research method(s) to answer the research question or aim, apply those approach(es) and methods correctly and thoroughly, and demonstrate an understanding of methodological limitations. 3. Report, interpret and critically assess/appraise the research findings and formulate recommendations and conclusions that are justified and address the research question or aim. 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 five-stage process (with the guidance from the Project Module Organiser (PMO) and a project supervisor) to design, plan and carry out their research; report and analyse their findings; and write up a 10,000 word evidence-based research report. **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 (Stage 1); 2) a Combined Academic, Risk Assessment and Ethics Approval (CARE) application (Stage 2); 3) a full draft of the Introduction, Background and Methodology sections (Stage 3) and; 4) following the implementation of the project, a draft project report (Stage 4). 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). The project reviewer/supervisor provides academic guidance and feedback to support the student to design, plan, evaluate the feasibility of, carry-out the research and write up the research report . The supervisor provides structured and detailed written feedback on all formative assignments leading to the submission of the final project report , is available to meet to discuss to clarify and supplement written feedback, and responds to ad hoc email queries. Students are also supported by a Project Module Organiser (PMO) via the module's Project Discussion Forum, virtual Office Hours sessions (usually 1-2 times a month) and 4-5 live webinars. Students are strongly encouraged to participate in the six-week interactive intermediate information skills training '*Putting Together an Effective Literature Search*' delivered by Library and have access to a one-off, one-on-one live support session from the Library to help them review their literature search plan.

Assessment

Assessment Strategy
Students submit a 7,000 to 10,000 word project report. The assessment task requires students to demonstrate the ability to define a clear and relevant research question or aim in response to an identified knowledge gap and formulate relevant research sub-questions or objectives; the ability to select an appropriate research approach(s) and research methods to address the research question or aim, apply those approach(es) and methods correctly and thoroughly, and demonstrate an understanding of methodological limitations; the ability to report, interpret and critically assess/appraise research findings

Assessment Strategy
and formulate recommendations and conclusions that are justified and address the research question or aim; 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 accord with the LSHTM's Resits Policy.   The Resit assessment will be the same assessment type as the first attempt (see previous table).

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 video and webinar
- A project stage specific webinar and/or video (one per project stage)
- Virtual Office Hours sessions 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 six-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. (2023) Doing a Literature Review in Health and Social Care: A Practical Guide, 5th ed. McGraw 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 module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. In some cases, module materials include a text book that is made available to students in e-format. 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://www.london.ac.uk/study/how-apply/inclusive-practice-access-arrangements