

# Module Specification

2019/20

## Part A: Module Summary Information

<b>1 Title of Module</b>	<b>Using Systematic Reviews in Policy</b>
<b>2 Module Code</b>	TROP973
<b>3 Academic Year</b>	2019/20
<b>4 Semester</b>	2
<b>5 Credit Level</b>	7
<b>6 Credit Value</b>	10
<b>7 Module Convenor</b>	
<b>8 Deputy Convenor</b>	
<b>9 Other Staff</b>	Marty Richardson
<b>10 Board of Studies</b>	International Public Health
<b>11 External Examiner(s)</b>	Professor Daniel Chandramohan
<b>12 Pre-Requisite Modules</b>	None
<b>13 Other Pre-Requisites</b>	Students will normally have completed Semester 1 of an LSTM Masters programme. Students with an academic background equivalent to that normally acquired during Semester 1 will be accepted on the module at the discretion of the Module Convenor. Students will need a good grasp of basic medical statistics.
<b>14 Modules for which this is a Pre-Requisite</b>	None
<b>15 Co-Requisite Modules</b>	None
<b>16 Programme(s) for which this Module is Mandatory</b>	None
<b>17 Programme(s) for which this Module is Required</b>	None
<b>18 Programme(s) for which this Module is Optional</b>	MTID, MTP, MIPH, MIPHHA, MIPHSRH, MIPHP&M, MHS

## Part B: Learning & Teaching and Assessment Information

### 19 Aim of the Module

To help students gain the knowledge, skills and confidence to critically appraise and interpret systematic reviews.

To teach students how to develop policy guidance using the latest international standards.

Please note the aim of this module is NOT to provide you with instructions on how to complete a systematic review for your dissertation.

### 20 Overview of the Module

Evidence-informed policy and practice depends on research synthesis and systematic reviews, and this module will help you develop expertise in this area. You will learn how to find, read, appraise and interpret systematic reviews, and explore ways in which research evidence is used in building policy and practice. The module convenors co-ordinate the Cochrane Infectious Diseases Group, who helped set up Cochrane and have been influential in modifying guideline development in WHO.

You will also learn about transparent guideline and policy development using GRADE.

In global health, review work and guideline development takes place within multidisciplinary teams. The module will reflect this in the conduct and teaching approach, with dynamic tasks expected of you as part of a team. Students will be expected to complete preparatory reading, and then be expected to be part of interactive sessions involving discussion and group work exercises. The module is assessed by a 1.5 hour examination (20%) that will test your ability to appraise and interpret systematic reviews, and the completion of an Evidence to Decision making framework (80%).

### 21 Learning and Teaching Strategy

No.	Type	Hours	Notes
21a	Lectures	2	
21b	Seminars	38	Group work exercises
21c	Tutorials	10	Tutor-led practical session
21d	Laboratory Work	0	
21e	Field Work	0	
21f	Placement	0	
21g	Online	0	
21h	Assessment	1.5	Examination
21i	Other	0	
21j	Independent Study	48.5	
	<b>Total</b>	<b>100</b>	

**22 Assessment Strategy**

<b>No.</b>	<b>Assessment Type</b>	<b>Examination Type</b>	<b>Duration or Word Length</b>	<b>Semester</b>	<b>% of Final Module Mark</b>	<b>Resit/Re-Submission Opportunity</b>	<b>Anonymous Marking</b>	<b>Final Assessment</b>	<b>Description of Assessment</b>
1	Examination	Unseen	1.5 hours	2	40	Yes	Yes	No	Multiple choice questions assessing ability to appraise and interpret systematic reviews
2	Assignment			2	60	Yes	Yes	Yes	Apply the findings of a systematic review to a specific policy or practice - complete a pre-prepared form (word count n/a).

### 23 Achievement of Learning Outcomes

Upon successful completion of the module, students will be able to:

No.	Learning Outcome	Mode of Assessment	Method of Teaching
1	Find, appraise and interpret systematic reviews relevant to public health and primary care.	Examination	Lectures, seminars, tutorials
2	Apply approaches to use evidence to policy formulation.	Assignment	Seminars, tutorials
3	Discuss critically influences on evidence-informed practice at global, national and local levels.	Assignment	Seminars, tutorials

### 24 Development of Skills and Attributes

No.	Skill or Attribute	How Developed	Assessment (if applicable)
1	Critical thinking	Critical analysis of research literature	Assignment
2	Time management	Completion of assessment task to deadline	Assignment
3	Group working	Group exercises and case studies	N/A

### 25 Syllabus

Evidence and what it means to different stakeholders.  
Searching for research papers and systematic reviews (Group A)  
Searching for research papers and systematic reviews (Group B)  
Systematic reviews: statistical interpretation and risk of bias.  
Using GRADE to develop evidence-based recommendations.  
Reliability of systematic reviews.  
Applicability of systematic reviews.  
Qualitative synthesis in guideline development.  
Using DTA reviews to develop evidence-based recommendations.  
Guidelines.  
Case studies of evidence into policy and practice.  
Course summary, round up, action plans.