MODULE SPECIFICATION

Academic Year	2026-27
Module Code	EPM105
Module Title	Writing and Reviewing Epidemiological Papers
Module Organiser(s)	Megan Douthwaite, Sima Berendes, Proma Paul
Contact	For students studying University of London Awards (initial registration 2025/2026 and prior years: Enquiries may be made via their Student Advice Centre at: Student Advice Centre. For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: EPsupport@lshtm.ac.uk
Faculty	Faculty of Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
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	**Epidemiology** students should have studied and have an understanding of EPM101 *Fundamentals of Epidemiology* and EPM102 *Statistics for Epidemiology*, and are also recommended to have studied EPM103 *Practical Epidemiology* prior to studying this module. Students can register for all EPM1 modules in the same year but should first study the material for EPM101, EPM102 and EPM103 as explained above. **Students studying this module as an individual module** must have basic epidemiological knowledge and skills equivalent to EPM101 *Fundamentals of Epidemiology* and EPM102 *Statistics for Epidemiology* and are recommended to have equivalent knowledge and skills to EPM103 *Practical Epidemiology*.
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	**Writing and Reviewing Epidemiological Papers** is a core module for all students on the DL PG Certificate/PG Diploma and MSc Epidemiology programmes.
Module Description	This module provides students with basic skills for writing epidemiological research papers and searching and evaluating the scientific literature.
Duration	Tutoring support and the study materials are available from the beginning of January through to the Assessed Assignment submission at the end of August. The first Formative Assignment (FA1) must be submitted by 30 April and the second Formative Assignment (FA2) must be submitted by 30 June. The deadline for the Assessed Assignment is 31 August.
Last Revised (e.g. year changes approved)	March 2025

For students studying UoL awards (initial registration in 2025/2026 and prior years)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/PGDip/MSc Epidemiology (Distance Learning - University of London)	Compulsory

For students studying LSHTM awards (registration in 2026/2027 and onwards)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert Epidemiology (Distance Learning)	Compulsory
PGDip Epidemiology (Distance Learning)	Compulsory
MSc Epidemiology (Distance Learning)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide basic skills for writing epidemiological research papers and searching and evaluating the scientific literature.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. critically appraise epidemiological research papers and other sources of information by: • checking the scientific clarity and reproducibility • evaluating the methodological quality • assessing the quality of the presentation 2. demonstrate the main skills required to act as a referee for an epidemiological research paper 3. write a draft of an epidemiological research paper with appropriate contents and format to demonstrate understanding of the quality and structure required for submission to a peer-reviewed journal.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Overview of an epidemiological paper • Searching the medical literature • Evaluating the epidemiological literature • Critical evaluation of original papers • The principles of systematic reviews • Peer review of epidemiological research papers • Writing an outline of an epidemiological research paper • Writing the first draft • Revising drafts and preparing the final manuscript • Dealing with the journal.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	85	57
Self-directed learning	15	10
Assessment, review and revision	50	33
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 Study Guide and other study materials which introduce, explain and apply the principles and methods covered in the module.

Teaching and Learning Strategy
• Accessing academic support which is available from the module tutors through the online discussion forums and occasional online webinars in which students are encouraged to participate. • Completing formative assignment(s) and reflecting on written feedback from module tutors. • Completing the assessed assignment and reflecting on written feedback from module tutors.

Assessment

Assessment Strategy
Formal assessment of this module is through an assessed assignment comprising of two written papers (100%). If students fail the module overall, they are allowed one further attempt at the assignment.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Part 1: 2000 words Part 2: 1800 words	100%	Part 1: ILO 1 & 2 Part 2: ILO 3

Resitting assessment
Resits will accord with Chapter 8b of the LSHTM Academic Manual.

Assessment submission deadlines
The first Formative Assignment (FA1) must be submitted by 30 April and the second Formative Assignment (FA2) must be submitted by 30 June. The Assessed Assignment must be submitted no later than 31 August. Both the FAs and the AA can be submitted only once and must be submitted via the online Assignment Management System.

Resources

Indicative reading list

Brar S. MSc Project Report. Prevalence and experiences of intimate partner violence and depression: a cross sectional analysis of sexually-active adolescent girls and young women in Lilongwe, Malawi. 2017

BMJ Resources for authors: https://www.bmj.com/about-bmj/resources-authors

Moher D *et al*., CONSORT 2010 Explanation and Elaboration: updated guidelines for reporting parallel group randomised trials, *BMJ* 2010;340:c869

Vandenbroucke JP *et al*., Strengthening the Reporting of Observational Studies in Epidemiology (STROBE): Explanation and Elaboration. *PLoS Medicine* 2007

Liberati, A *et al*., The PRISMA Statement for Reporting Systematic Reviews and Meta-Analyses of Studies That Evaluate Health Care Interventions: Explanation and Elaboration, *PloS Medicine* 2009

CASP Checklists: https://casp-uk.net/casp-tools-checklists/

Cochrane Handbook for Systematic Reviews of Interventions
https://training.cochrane.org/handbook

Wager, E, *How to survive peer review*, BMJ Books 2002

Albert, T, *Winning the publications game: the smart way to write your paper and get it published*, CRC Press, 2016

Other resources

The Moodle Virtual Learning Environment (VLE) contains the key materials and resources for EPM105 as follows:

- Study Guide, consisting of 10 sessions
- Interactive study material for three sessions.
- Readings (via the LSHTM online library)
- Discussion forums
- Assignments and exercises.

Study materials on Moodle are available from January.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the module learning materials, including a study guide and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible (this includes an accessible printable version of each session). 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 studying University of London Awards (initial registration 2025/2026 and prior years:
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: Inclusive practice and Access arrangements | University of London

For Students Studying LSHTM awards (registration 2026/2027 and onwards):
For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the LSHTM Disability Support pages.