MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	3800
Module Title	Research Project (MRes ITD)
Module Organiser(s)	Dr Sham Lal, Dr Matthew Hall
Faculty	ITD
FHEQ Level	Level 7
Credit Value	**CATS: 120** **ECTS: 60**
Term of Delivery	Terms 1, 2 and 3
Mode of Delivery	This module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification, these will be delivered by predominantly face-to-face sessions. There will also be significant self-directed study (asynchronous learning). The nature of the research project, and specifically whether it is laboratory-based, will dictate the balance of face-to-face and self-directed study for the project work itself.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	This module must be taken alongside the Research Proposal (MRes ITD) module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	*N/A*
Target Audience	This is a compulsory project taken only by students on the MRes Infectious and Tropical Diseases programme.
Module Description	The Research Project will give you direct experience of conducting cutting-edge original scientific research within a subdiscipline of infectious and tropical diseases.

	In parallel with the associated Research Proposal module, and under the guidance of a project supervisor, you will plan and implement the research study, integrating and applying relevant skills, techniques and experimental approaches to address a specific research question through a rigorous evidence-based approach. You will also develop and demonstrate your written and oral communication skills through the final written project report and associated oral presentation. Timetabled contact sessions will support specific aspects of the Research Project, particularly focusing on research study design and the management and analysis of quantitative data (including relevant statistical methodologies). A variety of project types will be offered, including laboratory-based, field-based, or data analysis-based projects. Whilst all students will have an LSHTM-based project supervisor, the project work may be undertaken wholly or partially with external partners (UK-based or overseas). The project will provide invaluable experience of managing original scientific research, from its inception through to completion. Completion of the project will enrich your training as a research scientist, providing insight into the way in which academic research is performed.
Duration	The Research Project runs for the entirety of the academic year. Development, refinement and approval of the project plan in Term 1 will precede the commencement of experimental work.
Timetabling slot	Terms 1, 2 and 3 (Slots AB, C1, C2, D1, D2, E).
Last Revised (e.g. year changes approved)	January 2026

Programme(s) This module is linked to the following programme(s):	**Status**
MRes Infectious and Tropical Diseases	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • Provide students with an opportunity to plan, conduct and present a substantial piece of original research within a subdiscipline of infectious and tropical diseases

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. With minimal guidance, deploy established techniques of analysis, investigation, and enquiry to plan and implement a substantial piece of scientific research within the field of infectious and tropical diseases; 2. Undertake robust independent analysis and interpretation of scientific data, and present the resulting conclusions in both written and oral form; 3. Critically and independently evaluate the field of research related to your research project, and contextualise your research findings with the published literature; 4. Communicate complex scientific principles, methodologies and data in a manner that is appropriate to the target audience.

Indicative Syllabus

Session Content
Development and refinement of project plans will take place from the start of Term 1, primarily through direct discussion with the Project Supervisor, but aided by parallel workshops and seminars focused on research study design. Further taught sessions in Term 1 will focus on data management, analysis and statistical methodologies. These sessions will provide students with a strong foundation in relevant quantitative skills and statistics, which will be further developed through bespoke project-specific training delivered through the supervisory team. Project work will commence once all necessary approvals (including ethical approval) are in place and following any relevant inductions (e.g. related to safe working within the laboratory setting). Minuted supervisory meetings will be held monthly, with other informal supervisor meetings scheduled as required. Contact time referred to below includes these supervisory meetings alongside timetabled workshops/seminars. The actual hours for project work (including experimentation, data gathering and data analysis) is classed as 'Directed self-study'.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	50	4
Directed self-study	900	75
Self-directed learning	100	8
Assessment, review and revision	150	13
Total	**1200**	**100**

Teaching and Learning Strategy
Learning is primarily through a mix of self-study and specialised academic contact time and supervision. The proportion of contact time and self-study will vary according to the nature of the project, with laboratory-based projects having higher contact time than those projects that are based on the interrogation of existing datasets. Project supervisors will provide academic support via in-person and/or virtual meetings, as well as via email.

Assessment

Assessment Strategy
The assessments for the Research Project have been designed to measure student learning against the intended learning outcomes (ILOs) listed above, and to accurately reflect how scientific research is presented and communicated. Formal assessment of the Research Project will be via four summative assessments: Three-minute thesis (3MT) presentation (10%) • Following the well-established 3MT format and judging criteria https://vitae.ac.uk/support-services/vitae-three-minute-thesis-3mt-competition/ Project report (65%) • Written project report, with a maximum of 10,000 words Oral presentation (15%) • A 15-minute presentation on the final project outcomes, plus 10 minutes of questions, which can be delivered in-person or online Research performance (10%) • The supervisor will grade the performance and professionalism of the student throughout the course of the project, including attendance/commitment to the project, the extent of initiative shown, the execution of work and associated time management, teamwork (where appropriate), analytical, problem-solving and data analysis skills, and the quality and reliability of technical work undertaken.

Assessment Strategy
In parallel to the above summative assessments, formative assessment will assess understanding of methods relating to quantitative data analysis and statistics, thus supporting the students to gain the necessary skills for analysing project-derived data. In addition, students will receive formative feedback from their supervisor on a draft of the written project report.

Summative Assessment

Assessment Type *(delete as appropriate)*	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Three-minute thesis presentation (oral)	Three minutes	10	4
Project report	10,000 words (maximum)	65	1-4
Oral presentation	15 minute, plus 10 min questions	15	1-4
Research performance	*Ad hoc* throughout project	10	1-3

Resitting assessment
Resits will accord with Chapter 8a of the LSHTM Academic Manual. For students who are required to re-sit, there are three types of resit which the Board of Examiners can require students to undertake: i. Revise and resubmit within a two-month timescale ii. Collect new data and update the project, for submission by the following year's deadline iii. Undertake an entirely new project, for submission by the following year's deadline

Resources

Indicative reading list *(if applicable)*
N/A

Other resources
Project handbook and associated guidance documents will be provided on Moodle, the LSHTM online learning environment. Moodle will also host content relating to the taught sessions delivered as part of the Research Project module.

Teaching for Disabilities and Learning Differences

Moodle provides students with access to relevant documentation and resources to support the research project. All materials on Moodle 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 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. Adjustments to accommodate any students with specific disabilities undertaking project work within the field or in a laboratory setting will be considered on a case-by-case basis.