



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	3801
Module Title	Research Proposal (MRes ITD)
Module Organiser(s)	Dr Chrissy h Roberts, Dr Joana Sa Pessoa
Faculty	ITD
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
Term of Delivery	Term 1
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. Meetings with the project supervisor may be a mixture of in-person and online. There will also be significant self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	This module must be taken alongside the Research Project (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	At the heart of the MRes Infectious and Tropical Diseases programme is a substantial independent research project. This accompanying Research Proposal module will prepare you for that project, supporting your research into the background literature and allowing you to formulate hypotheses relating to your research project. You will develop



	your research proposal in consultation with your project supervisor, identifying achievable aims and considering aspects such as experimental design, research ethics, data management and analysis, and time management. Development of your proposal in this manner will form a strong scientific case that will form the basis of your ethics application – paving the way for ethical approval and commencement of your project work. Whilst the primary aim of this module is to develop your own MRes research project, the module will provide you with broader insight into the current landscape for funding scientific research and how to write a competitive research grant proposal.
Duration	The Research Proposal module runs for 10 weeks in Term 1.
Timetabling slot	Term 1 (AB slot)
Last Revised (e.g. year changes approved)	January 2026

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: develop a research question within a subdiscipline of infectious and tropical diseases, and identify experimental approaches and a programme of work that will test that question



Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Critically and independently evaluate the field of research related to a subdiscipline of infectious and tropical diseases;
2. Define a clear and testable research hypothesis, and identify an appropriate programme of work to test that hypothesis;
3. Develop a logical and compelling research proposal;
4. Communicate complex scientific principles, data and methodologies in a manner that is appropriate to the target audience, via both written and oral means.

Indicative Syllabus

Session Content

Preliminary seminars and discussion groups will focus on the current funding landscape (in the UK and overseas), the types of funding available, the peer review process, and how to write a competitive research grant proposal. These sessions will also focus on research ethics and integrity, the responsible use of AI in a research environment, the challenges associated with managing a research project (including time and data management), and decolonisation of research. Alongside these seminars and discussion groups, the development of the research proposal itself will be undertaken in conjunction with the project supervisor, who will provide individual guidance through regular one-to-one meetings. The contact time referred to below includes these supervisor meetings and the timetabled seminars.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	15	10
Directed self-study	50	33
Self-directed learning	70	47
Assessment, review and revision	15	10
Total	150	100



Teaching and Learning Strategy

Learning is primarily through a mix of self-study and specialised academic contact time (seminars, discussion groups, and supervisor meetings). Seminars will be delivered in-person. Project supervisors will provide academic support via in-person and/or virtual meetings, as well as via email.

Assessment

Assessment Strategy

The assessment for the Research Proposal has been designed to measure student learning against the intended learning outcomes (ILOs) listed above, and to accurately reflect how scientific research proposals are communicated and evaluated. Formal assessment of the Research Proposal will be via a single summatively-assessed written proposal in the form a research funding application to a UKRI (UK Research & Innovation) Funding Council. In parallel, students will participate in a formative research hustling exercise, where they will 'pitch' their research proposal to peers.

Summative Assessment

Assessment Type (delete as appropriate)	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Research project proposal	4,000 words	100	1-4

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

Resources

Indicative reading list (if applicable)

N/A

Other resources

Resources and guidance documents to support the Research Proposal module 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 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](#).