MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	EPM201
Module Title	Study Design: Writing a Grant Application
Module Organiser(s)	Seyi Soremekun, Natalie Friend-du Preez, Kate Gallagher
Contact	The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their Student Advice Centre at: https://london.ac.uk/contact-us

(Enquiries from London-based LSHTM MSc or research students regarding study of DL modules should be emailed to distance@lshtm.ac.uk) |
| Faculty | Faculty of Epidemiology and Population Health London School of Hygiene & Tropical Medicine http://www.lshtm.ac.uk/eph/ |
| FHEQ Level | Level 7 |
| Credit Value | **CATS** 15
ECTS 7.5 |
HECoS Code	101335 : 100473 : 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	Epidemiology students must have passed EPM101 *Fundamentals of Epidemiology* and EPM102 *Statistics for Epidemiology (previously entitled Statistics with Computing)*, and should have studied and have an understanding of EPM103 *Practical Epidemiology* and EPM105 *Writing and Reviewing Epidemiological Papers* prior to studying this module.

Demography & Health students should have studied and have an understanding of EPM101 *Fundamentals of Epidemiology*, EPM102 *Statistics for Epidemiology (previously entitled Statistics with Computing)*, EPM103 *Practical Epidemiology* and EPM105 *Writing and Reviewing Epidemiological Papers* prior to studying this module. |

	<u>Students studying this module as an individual module</u> must have basic epidemiological knowledge and skills equivalent to EPM101 *Fundamentals of Epidemiology*, EPM102 *Statistics for Epidemiology (previously entitled Statistics with Computing)*, EPM103 *Practical Epidemiology* and EPM105 *Writing and Reviewing Epidemiological Papers*.
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	**Study Design: Writing a Grant Application** is a compulsory module for those studying the DL PG Diploma/MSc in Epidemiology.
Module Description	The aim of this module is for students to synthesise their learning from core MSc Epidemiology modules () in the design of a research study and write it up in the form of a grant proposal. Students will be offered a choice of topics to use as the basis of their study. Students will be expected to demonstrate prior learning e.g. identifying gaps in the literature, selecting an appropriate study design, carrying out a sample size calculation. They will also have the chance to learn potentially new skills such as writing a budget and time schedule for their proposal and carrying out more complex study designs and sample size calculations. As well as the interactive Study Guide on Moodle, students will have the opportunity to take part in live-streamed face-to face Study Design module sessions as well as several live Collaborate sessions which focus on study design types, sample size calculations and a fun(?) grant proposal game.
Duration	Tutoring support and assessment details are available from the beginning of January through to the Assessed Assignment submission at the end of August.
Last Revised (e.g. year changes approved)	February 2020

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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide students with experience in designing an epidemiological research study and preparing a grant application suitable for submission to a funding agency.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Critique the existing evidence on a research topic, understanding the value of a systematic review in this process. 2. Define a research question and formulate study objectives by using existing evidence to inform the need for the study. 3. Choose an appropriate and ethical epidemiological study design to answer your research question. 4. Demonstrate an understanding of key methodological issues: including an appropriate method of sample selection, performing a sample size calculation, and describing suitable methods to analyse your outcomes. 5. Plan appropriate field procedures: including data collection methods and blinding as required. 6. Propose appropriate logistical procedures: including a study time schedule, a budget, and plans for obtaining necessary ethical approvals. 7. Prepare a detailed study protocol encompassing the above.

Indicative Syllabus

Session Content
The module Study Guide will offer students various interactive activities aligned with the different sections of their assessed assignment: A. Getting Started: Identifying, formulating, and rationalising a research question B. Study design

Session Content
C. Study Design Methods 1: Study population and sampling
D. Study Design Methods 2: Field procedures
E. Plans for Analysis
F. Pre-study Logistics: Schedule, budget and ethical approval
G. Final Considerations (study limitations & dissemination)

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	60	40
Self-directed learning	40	27
Assessment, review and revision	50	33
Total	**150**	**100**

Teaching and Learning Strategy
Learning is self-directed against a detailed set of learning objectives supported by online study content and activities. The key learning methods are: • Participating in and reflecting on online (Moodle) activities which introduce, explain and apply the principles and methods covered in the module. • Accessing academic support which is available from the module tutors through the online discussion forums and occasional real-time sessions (using Collaborate Ultra or Panopto) in which students are encouraged to participate. • Completing the grant proposal outline and assessed assignment and reflecting on written feedback from module tutors.

Assessment

Assessment Strategy
Formal assessment of this module is on the basis of the completed EPM201 Grant Application Form (100%). If students fail the module overall, they are allowed one further attempt at the failed element (assignment).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Title: 150 characters Abstract: 250 words Proposed Investigation: 3500 words References: 1800 words	100	1 – 7

Resitting assessment
Resits will accord with the LSHTM's [Resits Policy](#)

Resources

Indicative reading list
The following e-books are provided:
- *How To Write a Grant Application* (Hackshaw, Allan)
- *Field Trials of Health Interventions in Developing Countries - A Toolbox* (Smith, Morrow and Ross).

Other resources
The Moodle Virtual Learning Environment (VLE) contains the key materials and resources for EPM201 as follows:
- Interactive Study Guide
- Readings (via the LSHTM online library)
- Discussion forums
- Assignment.

Software
- Stata software (if not already provided for core EPM1 modules).

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 an interactive study guide and online reading list (containing both essential and recommended readings), and additional resources including optional lecture recordings. 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://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements