



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2022-23
<b>Module Code</b>	EPM201
<b>Module Title</b>	Study Design: Writing a Grant Application
<b>Module Organiser(s)</b>	Seyi Soremekun, Natalie Friend-du Preez, Kate Gallagher
<b>Contact</b>	<p>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:  <a href="https://london.ac.uk/contact-us">https://london.ac.uk/contact-us</a></p> <p>(Enquiries from London-based LSHTM MSc or research students regarding study of DL modules should be emailed to <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a>)</p>
<b>Faculty</b>	Faculty of Epidemiology and Population Health London School of Hygiene & Tropical Medicine <a href="http://www.lshtm.ac.uk/eph/">http://www.lshtm.ac.uk/eph/</a>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS</b> 15 <b>ECTS</b> 7.5
<b>HECoS Code</b>	101335 : 100473 : 100962
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials via the Virtual Learning Environment
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	<p><b>Epidemiology students</b> must have passed EPM101 <i>Fundamentals of Epidemiology</i> and EPM102 <i>Statistics for Epidemiology</i>, and should have studied and have an understanding of EPM103 <i>Practical Epidemiology</i> and EPM105 <i>Writing and Reviewing Epidemiological Papers</i> prior to studying this module.</p> <p><b>Demography &amp; Health students</b> should have studied and have an understanding of EPM101 <i>Fundamentals of Epidemiology</i>, EPM102 <i>Statistics for Epidemiology</i>, EPM103 <i>Practical Epidemiology</i> and EPM105 <i>Writing and Reviewing Epidemiological Papers</i> prior to studying this module.</p>

	<b>Students studying this module as an individual module</b> must have basic epidemiological knowledge and skills equivalent to EPM101 <i>Fundamentals of Epidemiology</i> , EPM102 <i>Statistics for Epidemiology</i> , EPM103 <i>Practical Epidemiology</i> and EPM105 <i>Writing and Reviewing Epidemiological Papers</i> .
<b>Accreditation by Professional Statutory and Regulatory Body</b>	Not currently accredited by any other body.
<b>Module Cap (Maximum number of students)</b>	There is no cap on the number of students who can register for this distance learning module.
<b>Target Audience</b>	<b>Study Design: Writing a Grant Application</b> is a compulsory module for those studying the DL PG Diploma/MSc in Epidemiology.
<b>Module Description</b>	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 may 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 grant proposal game.
<b>Duration</b>	Tutoring support and assessment details are available from the beginning of January through to the Assessed Assignment submission at the end of August.
<b>Last Revised (e.g. year changes approved)</b>	March 2022

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
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. Appraise the quality of epidemiologic research, identify research gaps, and develop a research question.
2. Apply key methodological considerations (e.g. sample size, random error, sampling, inclusion/exclusion criteria, data collection, systematic error, field procedures, outcome assessment) to the design of epidemiologic studies.
3. Apply key contextual considerations (e.g. ethics, timeline, budget, dissemination) to the design of epidemiologic studies.

## Indicative Syllabus

### Session Content

The module Study Guide will offer students various interactive activities aligned with the different sections of their assessed assignment:

1. Getting Started: Identifying a research question
2. Choosing a study design
3. Study Design Methods 1: Study population and sampling
4. Study Design Methods 2: Data collection procedures
5. Plans for Analysis
6. Study budget

## 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
<b>Total</b>	<b>150</b>	<b>100</b>

### 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:

## Teaching and Learning Strategy

- 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 online webinars 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 – 3

### Resitting assessment

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

### Assessment submission deadlines

Choice of assessment topic (from a specified list) must be made no later than 31<sup>st</sup> January. An structured outline must be submitted by 30<sup>th</sup> April (early submissions are accepted from 31<sup>st</sup> March).

The Assessed Assignment for this module can be submitted only once, no later than 31st August.

Both the outline and the AA must be submitted via the online Assignment Management System.

## 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 sessions (Sessions 1-6)
- Readings (via the LSHTM online library)
- Discussion forums
- Links to online sessions as needed
- 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 interactive study sessions, an 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 platform 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>