MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	1702
Module Title	Proposal Development
Module Organiser(s)	Prof Jan van der Meulen, Dr Ajay Aggarwal
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100962
Term of Delivery	Term 3
Mode of Delivery	For 2023-24 it is currently planned to deliver this module through a combination of online and face-to-face teaching. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students attending this module will be expected to have taken Reviewing the Literature (1701) module, but it is not a prerequisite.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	20 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for students interested in health services/systems research in developed and developing countries.
Module Description	In this module, students will develop their own research proposal. The teaching approach will be learning-by-doing. The module is designed to provide support during all critical phases: framing the research question; choosing the study design; writing the proposal; and responding to peer-review. There will be seminars in the first two weeks and interactive workshops and individual one-on-one-sessions with teaching staff throughout the entire duration of the module.

Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E.
Last Revised (e.g. year changes approved)	

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Public Health (Health Services Research)	Compulsory
MSc Public Health (Health Economics)	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • Enable students to prepare a research project proposal that meets the requirements of a funding organisation.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Formulate a question that can be answered by a research project; 2. Set explicit objectives for the proposed project in the context of current knowledge; 3. Justify a study design and method of analysis that is valid, feasible, ethically acceptable, and efficient; 4. Design the practical procedures and draw up time table; 5. Compose a detailed written proposal or grant application; 6. Review and critically reflect on the validity and appropriateness of a research proposal.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Formulating an answerable question in the context of current knowledge; • Selecting appropriate quantitative and qualitative methods (sampling techniques, data collections, required sample size, and methods of analysis); • Making a detailed plan for all practical activities; • Determine the resources required.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	24	16
Directed self-study	58	39
Self-directed learning	38	25
Assessment, review and revision	30	20
Total	**150**	**100**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy
During this module, the students will work on a proposal for a research project. Students need to have found a topic for this research project before the start of the module. General concepts and principles will be presented in five seminars that are scheduled in the first two weeks of the module. In addition, students will discuss in groups led by a seminar leader their progress in the development of their own protocol. In each of the first four weeks, students will have at least one one-on-one session with a member of the teaching staff to discuss issues specific to their proposal. To provide the students with practical examples, there will be presentations of proposals that were developed in the module in previous years. The students will evaluate each other's work (peer review), the results of which can be used to improve the final proposals.

Assessment

Assessment Strategy
Each student will be required to submit a research proposal for assessment. This assignment will be used to evaluate the student's ability to frame a research question (15 marks), set explicit objectives (25 marks), select and justify an appropriate design and method of analysis (25 marks), and plan practical procedures and draw up a time table (15 marks). When marking these components, we will assess whether the structure is clear and logical, whether information is presented in a succinct manner, whether explicit arguments are given for design choices and whether the proposal demonstrates a critical approach with respect to methods and theory that underpins it. An extra 20 marks will be assigned for the general quality of the proposal (strength of arguments, clarity of text and lay out). To pass the module, students will also be required to submit two peer review reports and attend the peer review carousel (peer feedback session).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	Research proposal of 12 pages (12 point Times New Roman, double spaced) as well as Summary (400 words), Lay summary (400 words), Patient-public involvement (400 words)	100%	1 – 5
Peer Assessment	Reviews of two draft proposals, about 300 words each	0% (compulsory)	6

Resitting assessment
Resits will accord with the LSHTM's Resits Policy The task will be to correct and revise the work from their original proposal.

Resources

Indicative reading list

IK Crombie, HTO Davies. Developing the research question. In: Research in health care. Design, Conduct and Implementation of Health Services Research. Chicester 1996, Wiley: pp 44 – 64.

IK Crombie, C du V Florey. Writing the detailed application. In: The pocket guide to grant applications. London 1998, BMJ: pp 53 - 62.

A McKibbon, D Hunt et al. Framing the research question. In: Users' guides to the medical literature. A manual for Evidence-based Clinical Practice. G Gyatt, D Rennie Eds, Chicago: AMA Press, 2002, pp 16 - 23.

MH Katz. Evaluating clinical and public health interventions: a practical guide to study design and statistics, Cambridge, New York: Cambridge University Press, 2010, chapters 1 & 2

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.