



MODULE SPECIFICATION

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| Academic Year (student cohort covered by specification) | 2025-26 |
| Module Code | 2402 |
| Module Title | Statistical Methods in Epidemiology |
| Module Organiser(s) | Ellen Bradley, Palwasha Khan, Helen Stagg |
| Faculty | Epidemiology and Population Health |
| FHEQ Level | Level 7 |
| Credit Value | CATS: 15 ECTS: 7.5 |
| HECoS Code | 101031 : 101335 : 100962 |
| Term of Delivery | Term 2 |
| Mode of Delivery | For 2025-26, this module will be delivered by face-to-face teaching modes. Where specific teaching methods (e.g. lectures, seminars, discussion groups, practical classes) are noted in this module specification these will be delivered by face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as self-directed study (asynchronous learning). |
| Mode of Study | Full-time |
| Language of Study | English |
| Pre-Requisites | Students need to have a good grasp of the material covered in the Term 1 modules - Statistics for EPH (module code 2021) and Extended Epidemiology (module code 2007) - in order to benefit from this module. In particular, students should be familiar with the three major epidemiological study designs, with the concepts of confounding and effect modification/interaction, with the interpretation of confidence intervals and statistical tests, and with the basic data handling commands in Stata. Students who have not attended Term 1 modules in Extended Epidemiology and Statistics for EPH are strongly recommended to review the equivalent distance learning modules EPM101 (Fundamentals of Epidemiology) and |

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| | EPM102 (Statistics for Epidemiology) prior to the start of this module. See https://webcal.am.lshtm.ac.uk/moodlesite/start.html |
| Accreditation by Professional Statutory and Regulatory Body | Not currently accredited by any other body |
| Module Cap (indicative number of students) | 250 students |
| Target Audience | This module is primarily intended for students who have attended the Term 1 modules (1) Statistics for EPH (module code 2021) and (2) Extended Epidemiology (module code 2007), and who wish to acquire further skills in the analysis and interpretation of epidemiological studies. |
| Module Description | This module equips students with essential skills needed to analyse and interpret data from cohort, case-control and cross-sectional studies. The module is assessed through an analysis of a given dataset and reporting exercise of methods and findings. |
| Duration | 5 weeks at 2.5 days per week |
| Timetabling slot | Slot C2 |
| Last Revised (e.g. year changes approved) | August 2025 |

| Programme(s) | Status |
|---|---------------|
| This module is linked to the following programme(s) | |
| MSc Epidemiology | Compulsory |
| MSc Veterinary Epidemiology | Compulsory |
| MSc Control of Infectious Diseases | Recommended |
| MSc Public Health | Recommended |
| MSc Public Health (Health Economics) | Recommended |
| MSc Public Health (Health Promotion) | Recommended |
| MSc Public Health (Health Services and Management) | Recommended |
| MSc Public Health (Health Services Research) | Recommended |
| MSc Public Health for Global Practice | Recommended |



Module Aim and Intended Learning Outcomes

Overall aim of the module

The overall module aim is to:

- Equip students with essential skills needed to analyse and interpret data from cohort, case-control and cross-sectional studies, using cross-tabulation, stratification and regression methods.

Module Intended Learning Outcomes

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

1. Explain the key statistical and epidemiological concepts which underlie the analysis of epidemiological data
2. Perform analyses of data arising from epidemiological studies, using appropriate computer software (the software used throughout will be Stata, though R-scripts will be made available for some practical sessions)
3. Consider confounding and effect modification/interaction in epidemiological data
4. Interpret appropriately the results of these analyses, taking into account study design issues
5. Write a clear report presenting and interpreting the results of an analysis of epidemiological data

Indicative Syllabus

Session Content

The module covers the following topics:

- Cohort studies: analysis of rates considering confounding and interaction; Kaplan-Meier survival analysis & log rank test; introduction to Poisson and Cox regression
- Case-control studies: design issues including selection of controls and matching; analysis of studies considering confounding and interaction
- Likelihood theory
- Logistic regression for the analysis of case-control, cross-sectional and fixed-length cohort studies
- Reporting of results

Teaching and Learning

Notional Learning Hours

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
|---------------------------------|-----------------|-----------------------------|
| Contact time | 38.5 | 25 |
| Directed self-study | 1.5 | 1 |
| Self-directed learning | 70 | 47 |
| Assessment, review and revision | 40 | 27 |
| 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, computer and non-computer practical classes as well as where tutors are available for one-to-one discussions.

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

Teaching and Learning Strategy

The teaching and learning strategy is based on a combination of lectures followed by computer or non-computer practical sessions. In the practical sessions, students have the opportunity to apply the concepts and methods covered in the lectures. The practicals provide students with “hands on” experience in analysing and interpreting epidemiological data using data sets drawn from research work of staff in the Faculty of Epidemiology & Population Health. These include both high- and low-income country studies. For each practical, students are provided with detailed solutions to the tasks set, enabling them to check their understanding of the material. Three optional review lectures (in weeks 2 to 4) cover the material from the previous weeks’ lectures and questions raised by students. Towards the end of the taught component of the module students are asked to undertake an analysis of a dataset and prepare an outline of a report (bullet points, dummy tables, key discussion points). These are then discussed in a plenary lecture. The assessment task, which comes at the end of the module and involves analysing a dataset to address an epidemiological research question and writing a brief report of their findings, provides students with an important opportunity to consolidate their learning across the whole module.



Assessment

Assessment Strategy

For their summative assessment, students are asked to undertake a data analysis exercise, similar to that which they undertake towards the end of the taught component of the module. Students are provided with an epidemiological dataset and a specific research question. They are asked to analyse the dataset to address the research question and to prepare a brief report describing their analysis strategy and the results they obtained, and to discuss their results in the light of the methods used to obtain and analyse the data. The assessment task requires students to demonstrate: the ability to select and apply appropriate statistical methods to a specific problem, including consideration of confounding and effect modification; the ability to present their analysis strategy and results in an appropriate way; the ability to interpret their findings appropriately in light of the study design and research question. The assessment task thus gives students an opportunity to consolidate their learning and requires students to apply their learning across the whole of the module.

Summative Assessment

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|-----------------|--|---------------|--|
| Coursework | 1400 words of text plus a maximum of 3 tables or figures | 100% | 1 to 5 |

Resitting assessment

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

For their resit assessment, students are asked to undertake a data analysis exercise similar to that for their summative assessment, but with a new dataset. Students are provided with an epidemiological dataset and a specific research question. They are asked to analyse the dataset to address the research question and to prepare a brief report describing their analysis strategy and the results they obtained, and to discuss their results in the light of the methods used to obtain and analyse the data. The assessment task requires students to demonstrate: the ability to select and apply appropriate statistical methods to a specific problem, including considering confounding and effect modification; the ability to present their analysis strategy and results in an appropriate way; the ability to interpret their findings appropriately in light of the study design and research question.



Resources

Indicative reading list

1. ASA statement on P-values published in 2016

Ronald L. Wasserstein & Nicole A. Lazar (2016) The ASA's Statement on p-Values: Context, Process, and Purpose, *The American Statistician*, 70:2, 129-133, DOI: 10.1080/00031305.2016.1154108

To link to this article: <http://dx.doi.org/10.1080/00031305.2016.1154108>

Supplemental material; by various authors can be found at:

<http://www.tandfonline.com/doi/full/10.1080/00031305.2016.1154108>

2. Comment in Nature on “statistical significance”

Amrhein V, Greenland S, McShane B (2019) Retire statistical significance. *Nature* 567:305-307.

URL: <https://www.nature.com/magazine-assets/d41586-019-00857-9/d41586-019-00857-9.pdf>

3. Article giving advice on number of decimal places to use

Cole TJ (2015) Too many digits: the presentation of numerical data. *Archives of Diseases of Childhood*.

URL: <http://adc.bmj.com/content/early/2015/04/15/archdischild-2014-307149.short>

4. Article on presenting model results in tables

Westreich D & Greenland S (2013) The Table 2 Fallacy: Presenting and Interpreting Confounder and Modifier Coefficients. *American Journal of Epidemiology*, 177: 292-298.

URL: <https://academic.oup.com/aje/article-lookup/doi/10.1093/aje/kws412>



5. References on case-control studies

Pearce NE (1993) What does the odds ratio estimate in a case-control study? *International Journal of Epidemiology*, 22:1189-1192. DOI: 10.1093/ije/22.6.1189

Vandenbroucke JP, Pearce N (2012) Incidence rates in dynamic populations. *International Journal of Epidemiology*, 41: 1472-1479. doi: 10.1093/ije/dys142

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](#).