



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	3401
Module Title	Skills for Field Research in Eye Care
Module Organiser(s)	Priya Morjaria and Esmael Ali
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
HECoS Code	101261:100265 (1:1)
Term of Delivery	Term 1
Mode of Delivery	For 2025-26 this module will be delivered face to face teaching mode. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification, these will be delivered face to face in LSHTM. There will be a combination of interactive activities (synchronous learning) as well self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None. Excel will be used to create the data recording form. Open Data Kit will also be introduced.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	15-22 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is compulsory for all MSc Public Health for Eye Care students. It is suitable for aspiring or established eye health care professionals of various cadres: Ophthalmologists, Optometrists, Researchers; Eye Care Programme Managers and other senior health workers involved in planning or delivery of eye care services.



Module Description	This module covers the principles of conducting field research in eye care. Starting from defining a research question to understanding which study methodology to use is discussed. The importance of data collection of forms and how to ensure quality measures in research is part of this module. And finally, the ethical principles of conducting research and how to disseminate are covered in this module.	
Duration	3 weeks at 2 days per week	
Timetabling slot	Term 1	
Last Revised (e.g. year changes approved)	June 2024	
Programme(s)	Status	
This module is linked to the following programme(s)		
MSc Public Health for Eye Care		Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> introduce students to the scope of field research for eye diseases, and the range of skills required to undertake rigorous, scientifically sound, ethical research.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> Formulate clear research questions using the PICO principles; Link research questions, SMART research objectives, and methods; Apply ethical principles to the research they undertake; Apply measures for improving the quality of field research; Design data recording forms appropriate to the research question and methodology; Design electronic recording form using ODK (Open Data Kit System); Prepare data for analysis; Assess whether quantitative/qualitative research is an appropriate approach to addressing a research question; Apply the processes and requirements for writing up research findings for publication in peer-reviewed journals and other dissemination options; Reflect on how to promote diverse, inclusive and equitable partnerships in eye health research.



Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Asking the right research questions;
- Recall which study design is the most appropriate to address the research question;
- Linking research questions, objectives and methods;
- Practical aspects of running ophthalmic research in the field;
- Ensuring quality in research;
- Developing Standard Operating Procedures (SOPs);
- Ethical considerations that underpin all research;
- Designing a data recording form and developing an ODK form;
- Preparing data for analysis;
- Qualitative research: overview of methods, techniques and analysis;
- Basics of writing for publication.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	30
Directed self-study	20	20
Self-directed learning	20	20
Assessment, review and revision	30	30
Total	100	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.

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

A face-to-face interactive session where students will be introduced to the subject matter and then engage in a collaborative peer and group-based group work, practical, presentations, case study reflection and quizzes will be used each day.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

Three assessment types will be used (i) group work and presentation, (ii) peer assessment on group work engagement and contribution, and (iii) end of module written short answer assessment. The written assessment will be timed and online at the end of the module.

Summative Assessment

Assessment Type	Assessment Length (i.e. word count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group work on electronic research data record form development, presentation, and testing	A maximum two-page document with two smart objectives and a data recording form with operational definitions in MS Word, coded Excel for ODK with restrictions built in based on relevance and constraints, and a 20-minute presentation per group followed by testing the developed electronic data collection form in the class with the students	30%	4 - 6



Anonymous Peer-to-peer assessment on engagement and contribution in the group work	Students will assess their peers in their groups on the extent of each student engagement and contribution to the group work.	20%	4 - 6
Timed Written Assessment	A maximum 150-minute online written assessment at the end of the module	50%	1 - 10

Resitting assessment

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

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. 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 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](#).