



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	PROJIID
<b>Module Title</b>	Project Report-Extended project
<b>Module Organiser(s)</b>	Dr Helena Helmby
<b>Faculty</b>	ITD
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS: 75</b> <b>ECTS: 32.5</b>
<b>HECoS Code</b>	100345:100265:100948 (1:1:1)
<b>Term of Delivery</b>	Term 2 and 3
<b>Mode of Delivery</b>	Face to face
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	This is an optional project component of MSc Immunology of Infectious Diseases. The Extended Project Report must be taken together with the Extended Project module (3000).
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	N/A
<b>Target Audience</b>	This is an optional project component of MSc Immunology of Infectious Diseases. The extended project option is for students who have a good background in immunology theory and who wish to gain more experience in the laboratory, particularly in preparation for a laboratory-based career in research.
<b>Module Description</b>	The extended project report offers students the opportunity to gain specialist knowledge and skills in a self-selected subject area, and to demonstrate understanding of the methodology of research within the field of immunology.



	<p>The student will work through a staged process with the guidance of their project supervisor, to refine, plan, implement, analyse and write up a research project.</p> <p>In undertaking this type of research-based work, you are expected to integrate and apply skills, techniques and approaches that have been covered in the programme to consider a specific research question, develop an evidence-based analysis and demonstrate your written communication skills by producing a well-structured and well-written report in a prescribed style and standard. It provides the opportunity for you to demonstrate your capacity to handle ideas and critically evaluate your own work and to demonstrate your methodological, problem solving, analytical and writing skills. The final product will be assessed on your ability to apply immunological research methods and concepts to carry out a thorough and rigorous piece of academic work.</p> <p>Extended projects are in the form of a laboratory project where the student will generate his or her own data.</p>
<b>Duration</b>	The Extended Project Module runs for approximately 20 weeks (start of D-modules to early September)
<b>Timetabling slot</b>	Slot D1/D2/E and Summer term (Terms 2 and 3)
<b>Last Revised (e.g. year changes approved)</b>	June 2025

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Immunology of Infectious Diseases	Compulsory (if taking the Extended Project option)



## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- provide students with an in-depth opportunity to propose, plan, conduct and present a substantial piece of original research, to gain specialist knowledge in a self-selected subject area.

### Module Intended Learning Outcomes

Upon successful completion of the extended project a student should be able to:

1. Independently undertake a substantial piece of scientific research using techniques and approaches relevant to immunological studies;
2. Independently develop original ideas and critically apply them to fundamental aspects of research (e.g., intellectual property, data protection and ethical aspects);
3. Integrate extensive data analyses (using specialist software where appropriate) and literature evaluations and form detailed conclusions and recommendations based on this analysis;
4. Communicate significant quantities of complex scientific data and information in writing, using appropriate scientific conventions

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Students work through a staged process with the guidance of the project organiser and their project supervisor, to refine, plan, implement, analyse and write up their research project. Project handbook and guidance notes are made available online on Moodle.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	450	60
Directed self-study	75	10
Self-directed learning	75	10
Assessment, review and revision	150	20
<b>Total</b>	<b>750</b>	<b>100</b>

### Teaching and Learning Strategy

Learning is mainly through a mix of self-directed learning and specialised academic contact time and supervision.

Project supervisors provide academic support via in person or virtual meetings and/or email, written feedback is provided on one draft of the project report.

## 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.

Formal assessment of this module is by submission of a written report of maximum 12,000 words.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Project Report	Max 12,000 words	100	1-4

### Resitting assessment

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



### **Resitting assessment**

For students who are required to re-sit, there are three types of resit which the Board of Examiners can require students to undertake:

- I. Revise and resubmit within a two-month timescale
- II. Collect new data and update the project, for submission by the following year's deadline
- III. Undertake an entirely new project, for submission by the following year's deadline

### **Resources**

#### **Other resources**

Project Handbook and guidance notes online via Moodle.

Access to ethics resources & training session via Moodle, and also to LEO.

### **Teaching for Disabilities and Learning Differences**

Moodle provides students with access to the Project Handbook, and additional resources including information on IP, ethics (including an Ethics training module), risk assessment and the LEO form. All materials posted up on Moodle areas 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.

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](#).

Students with specific disabilities will be supported individually and reasonable adaptations will be made, in agreement with the Programme Director.