



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2022-23
<b>Module Code</b>	3401
<b>Module Title</b>	Skills for Field Projects in Eye Care
<b>Module Organiser(s)</b>	Priya Morjaria and Esmael Ali
<b>Faculty</b>	Infectious & Tropical Diseases
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 10 <b>ECTS:</b> 5
<b>HECoS Code</b>	101261:100265 (1:1)
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	<p>For 2022-23 this module will be delivered by predominantly face-to-face teaching modes.</p> <p>Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).</p>
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None. Excel will be used to create the data recording form. Software such as Microsoft Access and/or Excel will be used to design the database. ODK will also be introduced.
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	15-22 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	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.

<b>Module Description</b>	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.
<b>Duration</b>	3 weeks at 2 days per week
<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	August 2022

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health for Eye Care	Compulsory

## Module Aim and Intended Learning Outcomes

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

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

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Asking the right research questions;
- The scope and range of epidemiological and operational research;
- Linking research questions, objectives and methods;
- Practical aspects of running ophthalmic research in the field;
- Ensuring quality in research;
- Ethical considerations that underpin all research;
- Designing a data recording form and developing an ODK form;
- Entering and cleaning data, and how to start 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
<b>Total</b>	<b>100</b>	<b>100</b>

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 combination of recorded session each day with collaborative online group work; a facilitated synchronous session each day, case study reflection and quizzes will be used.



## 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.

The assessment for this module in term 1 will be online.

There will be an end of module timed assessment, which will be in the form of short answer questions.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Timed Assessment	Timed short answer questions at the end of the module	100	1 – 10

### Resitting assessment

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

## Resources

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## 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](#).