**MODULE SPECIFICATION**

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| **Academic Year (student cohort covered by specification)** | 2021-22 |
| **Module Code** | *Guidance Note: Module codes for new modules are assigned by Registry.* |
| **Module Title** |  |
| **Module Organiser(s)** |  |
| **Faculty** |  |
| **FHEQ Level** | Level 7 |
| **Credit Value** | **CATS:** *e.g. 30*  **ECTS:**  *Guidance Note: ECTS credit value is half of the CATS credit value.* |
| **HECoS Code** | *Guidance Note: A list of these can be found at:*  [*https://www.hesa.ac.uk/innovation/hecos*](https://www.hesa.ac.uk/innovation/hecos)  *e.g. 101335* |
| **Term of Delivery** | Term 1 or Term 2 or Term 3 |
| **Mode of Delivery** | Face to face |
| **Mode of Study** | Full-time |
| **Language of Study** | English |
| **Pre-Requisites** | *Guidance Note: Detail any module(s) students are required to complete prior to beginning this module.* |
| **Accreditation by Professional Statutory and Regulatory Body** |  |
| **Module Cap (Indicative number of students)** | *Guidance Note: There should only be a module cap in exceptional circumstances. Please see point 31 of LSHTM Teaching Policies: Course and Module Design Code of Practice (*[*https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols\_cop\_courseandmoduledesign.pdf*](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols_cop_courseandmoduledesign.pdf)*) for further guidance on when exceptions could be permitted for example staffing or facilities limitations.* |
| **Target Audience** |  |
| **Module Description** |  |
| **Duration** | *e.g. 10* weeks at *0.5* days per week |
| **Timetabling slot** | *Please delete as appropriate:* Term 1, Slot C1, Slot C2, Slot D1, Slot D2, Slot E. |
| **Last Revised (e.g. year changes approved)** | Month/Year |

| **Programme(s)**  This module is linked to the following programme(s)  *(Lead programme first)* | **Status** *(Compulsory/Recommended Option)* |
| --- | --- |
| MSc Control of Infectious Diseases |  |
| MSc Demography & Health |  |
| MSc Epidemiology |  |
| MSc Global Mental Health |  |
| MSc Health Policy, Planning & Finance |  |
| MSc Immunology of Infectious Diseases |  |
| MSc Medical Entomology for Disease Control |  |
| MSc Medical Microbiology |  |
| MSc Medical Parasitology |  |
| MSc Medical Statistics |  |
| MSc Nutrition for Global Health |  |
| MSc One Health: Ecosystems, Humans and Animals |  |
| MSc Public Health |  |
| MSc Public Health (Environment & Health) |  |
| MSc Public Health (Health Economics) |  |
| MSc Public Health (Health Promotion) |  |
| MSc Public Health (Health Services and Management) |  |
| MSc Public Health (Health Services Research) |  |
| MSc Public Health for Development |  |
| MSc Public Health for Eye Care |  |
| MSc Reproductive & Sexual Health Research |  |
| MSc Tropical Medicine & International Health |  |
| MSc Veterinary Epidemiology |  |

**Module Aim and Intended Learning Outcomes**

| **Overall aim of the module** |
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| *Guidance note: The Aim is a single general statement concerning the overall goals, ends or intentions of the module. Please see Annex 4 of the LSHTM Teaching Policies: Course and Module Design Code of Practice (*[*https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols\_cop\_courseandmoduledesign.pdf*](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols_cop_courseandmoduledesign.pdf)*) for an example of an overall aim.*  The overall module aim is to: |

| **Module Intended Learning Outcomes** |
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| *Guidance note: Module Intended Learning Outcomes (ILOs) define what a learner will have acquired and will be able to do upon successfully completing the module. Module ILOs are expressed from the students’ perspective and are measurable, achievable and assessable.*  *Please see The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) for further guidance:* [*http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781\_14*](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14)*. Please note that Module ILOs need to be benchmarked to the appropriate FHEQ academic level descriptor.*  *Please see points 13-16 and Annex 6 of the LSHTM Teaching Policies: Course and Module Design Code of Practice (*[*https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols\_cop\_courseandmoduledesign.pdf*](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols_cop_courseandmoduledesign.pdf)*) for further guidance.*  *Please number the module intended learning outcomes.*  Upon successful completion of the module a student will be able to: |

**Indicative Syllabus**

| **Session Content** |
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| The module is expected to cover the following topics: |

**Teaching and Learning**

*Guidance Note: One academic credit point is equivalent to 10 notional learning hours, therefore a 15-credit module represents 150 notional learning hours.*

*Please see points 23-28 of the LSHTM Teaching Policies: Course and Module Design Code of Practice (*[*https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols\_cop\_courseandmoduledesign.pdf*](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols_cop_courseandmoduledesign.pdf)*) for further guidance*

**Notional Learning Hours**

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

| **Teaching and Learning Strategy** |
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| *Guidance Note: Please describe the teaching and learning strategy for the module including the formative tasks for the module.* |

**Assessment**

| **Assessment Strategy** |
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| *Guidance Note: Please describe the assessment strategy for the module. For example the link between formative and summative assessment, the rationale for assessment types chosen, the rationale for the weighting of assessment components, and how the assessment maps to the intended module learning outcomes.* |

**Summative Assessment**

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| --- | --- | --- | --- |
| **Assessment Type**  *(delete as appropriate)* | **Assessment Length (i.e. Word Count, Length of presentation in minutes)** | **Weighting** (%) | **Intended Module Learning Outcomes Tested** |
| Coursework |  |  |  |
| Exam (Papers 1 & 2) |  |  |  |
| Group Presentation |  |  |  |
| Group Work |  |  |  |
| Individual Presentation |  |  |  |
| Peer Assessment |  |  |  |
| Project |  |  |  |
| Practical |  |  |  |
| Timed Test (in-module test e.g. MCQ) |  |  |  |
| Extended Project |  |  |  |

| **Resitting assessment** |
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| Resits will accord with the LSHTM’s [Resits Policy](https://www.lshtm.ac.uk/sites/default/files/Academic_Manual_Chapter_8a_2019-20.pdf)  Forindividualstudents resitting a group assessment there will be an approved alternative assessment as detailed below. |

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| **Assessment being replaced** | **Approved Alternative Assessment Type** | **Approved Alternative Assessment Length** (i.e. Word Count, Length of presentation in minutes) |
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**Resources**

| **Indicative reading list *(if applicable)***  *Guidance note: Please list up to 12 core texts and sources for the module.*  **Other resources**  *Guidance note: Please list the other study resources for the module.* |
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**Teaching for Disabilities and Learning Differences**

| *Guidance note: explain the ways in which the Module addresses the needs of students with disabilities or learning differences. This may include facilities such as: the use of Penopto to record all lectures; provision of notes, slides and/or handouts prior to lectures/seminars; accessibility of teaching resources (Word, PowerPoint & Excel); all items on reading lists available in alternate or accessible formats; and any other work undertaken or student provision designed to enable access to learning.* |
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