



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	PHM101
<b>Module Title</b>	Basic Epidemiology
<b>Module Organiser(s)</b>	Sue Cliffe
<b>Contact email</b>	<p>The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their Student Advice Centre at: <a href="http://www.london.ac.uk/contact-us">www.london.ac.uk/contact-us</a>.</p> <p>(Enquiries from face-to-face i.e. London-based the LSHTM MSc or research students regarding study of DL modules should be emailed to: <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a>).</p>
<b>Faculty</b>	<p>Public Health &amp; Policy: The London School of Hygiene &amp; Tropical Medicine</p> <p><a href="https://www.lshtm.ac.uk/research/faculties/php">https://www.lshtm.ac.uk/research/faculties/php</a></p>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 10 <b>ECTS:</b> 5
<b>HECoS Code</b>	101335
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials (Virtual Learning Environment)
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	None
<b>Target Audience</b>	Compulsory module for all students on DL MSc/PGDip and PGCert Public Health. Alternatively, it can also be taken as an individual module.
<b>Module Description</b>	This module provides students with an introduction to the basic concepts and methods of epidemiology to help them understand, interpret and apply basic epidemiological methods.

<b>Duration</b>	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle and the module textbook will be made available in e-format or hard copy, once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until the start of the June examinations. However, students are encouraged to commence their studies in October and work steadily through the materials over the course of the academic year and must adhere to other assessment submission deadlines.
<b>Last Revised (e.g. year changes approved)</b>	03/2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
PGCert and PGDip Public Health (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health (General Stream) (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health and Promotion (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	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>improve students' ability to critically analyse essential epidemiological methods and their use in public health.</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>Calculate and interpret basic measures of frequency (e.g. prevalence, incidence, rate standardisation, SMR), association (e.g. relative and attributable risk), and test validity, reliability and predictive value;</li> <li>Describe and compare basic features and uses of epidemiological study designs (e.g. ecological, cross-sectional, case-control, cohort, intervention);</li> <li>Interpret study results by considering bias, confounding, chance, and causality;</li> <li>Critically assess basic advantages and limitations of using routine and surveillance data and compare risk reduction and prevention strategies.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Basic principles underlying different study designs;
- Appropriate methods of summarising the findings from different study designs;
- Approaches to interpreting epidemiological data;
- The relationship of epidemiological data to public health preventive strategies; and
- A brief overview of more advanced epidemiological and statistical concepts.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	70
Self-directed learning	0	0
Assessment, review and revision	30	30
<b>Total</b>	<b>100</b>	<b>100</b>

### Teaching and Learning Strategy

Learning is via directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and online webinar discussion sessions. The textbook that supports this module provides a detailed set of learning objectives at the start of each chapter, and also offers focused reading and various learning activities. Students are strongly encouraged to participate in the module-specific discussions and online webinar discussion sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. This is supplemented by module communications on Moodle and interactive online webinar discussion sessions. Written feedback is provided on submitted assignments.

Students are strongly encouraged to participate in the module-specific discussions. Student support is available from the module tutors through the online discussion forums, often supplemented by scheduled sessions on specific topics. Module tutors provide asynchronous feedback for all students on the online discussion forum and offer individual feedback on a formative (non-assessed) assignment submitted by the student.

Tutorial support for distance learning modules is available from the beginning of October through to the end of May.

## Assessment

### Assessment Strategy

A formative assessment is offered to encourage students to test their new knowledge and receive individual feedback. The formative assessment is optional and will not count towards a student's final grade.

The summative assessment of this module is by a two hour-15 minute written examination (100%). Students are advised to spend the first 15 minutes reading the paper and planning responses.

### Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Exam	2-hour 15 minutes	100	All

Timed examinations for DL modules are held once a year, in June (including resits). Examinations in 2021/22 will either be taken in a student's country of residence in one of over 650 [examination centres worldwide](#) or will be held online. If the June 2022 module exam is held at a local examination centre, a local fee will be payable direct to the exam centre. This fee will be in addition to the module fee and is set by, and paid directly to, the individual examination centre. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount. If the June 2022 module exam is held online, no additional exam entry fee will be payable. (Note that for those resitting module assessments, a fee will be payable.)

### Resitting assessment

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

The Resit assessment will be the same assessment type as the first attempt (see previous table).

## Resources

The following materials are provided to students after registration and fee payment for this module in September/October:

- A brief guide to studying the module;
- The textbook *Introduction to Epidemiology* (3rd edition) by Ilona Carneiro;
- A reading list, including details of both required and optional reading and links to selected papers;
- A list of useful websites;
- Module-specific discussion forums;
- Online webinar tutorial sessions to be run during the year at key points in the module;
- The LSHTM online library resources;

Please note the textbook will be made available in e-format or hard copy. All other materials may be accessed via the LSHTM VLE – Moodle.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises, the option to listen to recordings of selected lectures taking place in London. In this module, materials provided include a textbook that is made available to students in either hard copy or e-format. 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 with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at

<https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>