



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22		
<b>Module Code</b>	3157		
<b>Module Title</b>	Clinical Bacteriology 1		
<b>Module Organiser(s)</b>	Victoria Miari & Dr Heidi Hopkins		
<b>Faculty</b>	Infectious & Tropical Diseases		
<b>FHEQ Level</b>	Level 7		
<b>Credit Value</b>	<b>CATS</b>	15	<b>ECTS</b> 7.5
<b>HECoS Code</b>	100265:100345 (1:1)		
<b>Term of Delivery</b>	Term 2		
<b>Mode of Delivery</b>	<p>For 2021-22 this module will be delivered by a combination of online and 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 using either an online platform or face to face sessions in LSHTM. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning), plus face to face laboratory practical classes.</p>		
<b>Mode of Study</b>	Full-time		
<b>Language of Study</b>	English		
<b>Pre-Requisites</b>	This module is a natural progression for students who have taken the Bacteriology & Virology (3121) module during the autumn term. Students who have not taken this module should be aware of the large practical component of this module that builds on areas covered during the Bacteriology & Virology (3121) module.		
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None		
<b>Module Cap (Indicative number of students)</b>	20 to 24 (numbers may be capped due to limitations in facilities or staffing)		
<b>Target Audience</b>	This module is intended for students who wish to understand the principles of clinical bacteriology and to be introduced to diagnostic laboratory practice and management.		

<b>Module Description</b>	This module provides a systematic understanding of identification and diagnostics of bacterial infection in hospital settings. The module provides a comprehensive understanding of the techniques used to identify and classify bacteria, which are covered in both lectures and practical classes. Key examples of bacterial infections from a variety of specimens will be analysed to determine the causative agent of infection and the antimicrobial resistance profile, which informs treatment. Including analysis of urine, CSF, obstetric and STI specimens & infections. The module will provide a practical understanding of how established diagnostic techniques are employed and interpreted to identify human infections.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot C2
<b>Last Revised (e.g. year changes approved)</b>	August 2021

<b>Programme(s)</b> This module is linked to the following programme(s) (Lead programme first)	<b>Status</b> (Compulsory/Recommended Option)
MSc Control of Infectious Diseases	<b>Recommended Option</b>
MSc Medical Microbiology	<b>Recommended Option</b>

## 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>provide a review of the aetiology, pathogenesis, epidemiology, diagnosis, control and therapy of human bacterial infections of clinical importance.</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>Demonstrate knowledge and understanding of essential theory and practice of bacteriology of infectious diseases;</li> <li>Demonstrate knowledge and understanding of bacteriological investigations required for the diagnosis and treatment of the infected individual;</li> <li>Perform various clinical laboratory procedures including specimen processing, isolation, identification and susceptibility testing of bacterial pathogens.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Infectious bacterial diseases;
- Laboratory investigations necessary for the diagnosis and treatment of the infected individual;
- Processing of clinical specimens, including isolation, identification and susceptibility testing of bacterial pathogens.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	52	35
Directed self-study	0	0
Self-directed learning	48	32
Assessment, review and revision	50	33
<b>Total</b>	<b>150</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 or online 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. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.



### Teaching and Learning Strategy

The module consists of a blend of online or face-to-face lectures and on-campus practical sessions. The practical focus is of particular importance.

## 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 practical assessment for this module will be on-campus at LSHTM.

Students will sit a two hour 15 minute written examination situated in the laboratory setting, covering all aspects of the module. The written examination will consist of short notes questions (50% of marks), which will be a combination of materials from both practical laboratory sessions and lectures, and there will also be practical spot tests (50% of marks) to determine students' ability to apply acquired knowledge in the identification of bacterial pathogens.

### Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Timed Test (in-module test)	2 hours 15 minutes	100	1, 2, 3

### Resitting assessment

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

For individual students resitting there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Timed Test	Coursework	The task will be a coursework assessment consisting of 4 short essay questions. Short essay titles will be provided in early September



## 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.*

<https://www.gov.uk/government/collections/standards-for-microbiology-investigations-smi>

## 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.