



## PROGRAMME SPECIFICATION

### 1. Overview

<b>Academic Year (student cohorts covered by specification)</b>	2024-25
<b>Programme Title</b>	MSc Health Data Science
<b>Programme Director</b>	Damien Tully and Keith Tomlin
<b>Awarding Body</b>	University of London
<b>Teaching Institution</b>	London School of Hygiene & Tropical Medicine
<b>Faculty</b>	Epidemiology and Population Health
<b>Length of Programme (months)</b>	Full time (12 months) or part time/split study (24 months)
<b>Entry Routes</b>	MSc
<b>Exit Routes</b>	MSc/PGDip/PGCert
<b>Award Titles</b>	MSc in Health Data Science (180 credits) Exit awards: PGDip in Health Data Science (120 credits) PGCert in Health Data Science (60 credits)
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Relevant PGT <a href="#">QAA Benchmark Statement</a> and/or other external/internal reference points</b>	Consistent with the <a href="#">Framework for Higher Education Qualifications</a> at Masters level (Level 7), this programme will provide students with an understanding of key concepts relevant to health data science and training in essential tools and skills to manage and analyse very large diverse datasets across healthcare systems and to communicate results appropriately to diverse audiences. See pages 28-29 at: <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14</a>

<b>Level of programme within the Framework for Higher Education Qualifications (FHEQ)</b>	Masters (MSc) Level 7
<b>Total Credits</b>	<b>CATS:</b> 180 <b>ECTS:</b> 90
<b>HECoS Code</b>	health sciences (100246), computer science (100366), medical statistics (101031)
<b>Mode of Delivery</b>	The programme is based at LSHTM in London and delivered by predominantly face-to-face teaching modes.
<b>Mode and Period of Study</b>	Full time (12 months) or part time/split study (24 months)
<b>Cohort Entry Points</b>	Annually in September
<b>Language of Study</b>	English
<b>Re-sit Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf</a>
<b>Extenuating Circumstances Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf</a>
<b>Programme Description</b>	<p>Health Data Science is an emerging discipline, combining mathematics, statistics, epidemiology and informatics. This programme will equip graduates with the tools and skills to manage and analyse very large diverse datasets across healthcare systems.</p> <p>This programme aims to train a new generation of world-leading health data scientists, to work in both the public and private sector. The overall strategy towards teaching and assessment focuses on building strong quantitative, computational, and practical data management skills, while providing opportunities to develop key professional skills required to be a successful health data scientist.</p>
<b>Date of Introduction of Programme (month/year)</b>	October 2020
<b>Date of production / revision of this</b>	June 2023

<b>programme specification (month/year)</b>	
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## 2. Programme Aims & Learning Outcomes

<b>Educational aims of the programme</b>
The programme aims are to: <ul style="list-style-type: none"><li>• equip graduates with the tools and skills to manage and analyse very large diverse datasets across healthcare systems;</li><li>• provide opportunities to allow students to develop the professional skills – including teamwork, project management, and presentation skills – to work as a successful data scientist in the public or private sector.</li></ul>
<b>Programme Learning Outcomes</b>
<b>1. Knowledge and Understanding of:</b> <ul style="list-style-type: none"><li>• the varied roles of a health data scientist within the wider health and health research environment;</li><li>• key sources of health data, the context in which these data are collected and implications for issues such as data quality and accessibility;</li><li>• implications of the context of data collection on bias and the appropriateness of use to address specific questions;</li><li>• commonly used statistical and machine learning techniques;</li><li>• key issues related to ethics, security and information governance and current debates in these areas in the specific arena of health data science.</li></ul> <b>2. Skills and other Attributes</b> <p>Intellectual Skills – able to:</p> <ul style="list-style-type: none"><li>• critically appraise ethical, security and information governance implications of a proposed study design in the context of a data science project;</li><li>• devise and implement an appropriate analysis approach, drawing on a range of statistical and machine learning techniques, to address a health data science research question;</li></ul>

- critically evaluate potential sources of bias, and the likely impact on results, in relation to the data and question at hand, focusing on the context of data used in typical health data science projects;
- justify conclusions drawn from results of analyses, acknowledging uncertainty appropriately.

Practical Skills – able to:

- extract, assemble, clean, and manipulate health data within a reproducible workflow.

Transferable Skills – able to:

- work effectively within a multi-disciplinary environment, including the ability to talk to clients to delineate the scope of a data science project;
- communicate technical methods and results to a mixed audience through written reports and oral presentations;
- effectively manage a data science project, to deliver key objectives within a set timescale, and work both independently and as an effective team member.

### **Teaching and Learning Strategy**

The role of the health data scientist requires a wide range of technical, practical, and professional skills, many of which are best developed by hands-on experience grappling with real-world problems. Professional skills, including project management, communicating to diverse audiences, and effective teamwork, are also crucial. The teaching approach for this MSc is designed to maximise students' time working on practical problems, in individual and group settings, and will require students to interact with a range of collaborators/clients.

As well as traditional lectures followed by problem-based practical sessions, with or without computers, teaching strategies in the programme will include:

- **Flipped classroom** approaches where students are provided with materials to read/watch independently, followed by formative assessment in class to assess understanding (e.g. via Moodle-based multiple choice questions), allowing contact time to focus on practical problem-based learning.

- **Interactive lectorials (learning and teaching sessions that combine elements of both a formal lecture and an interactive seminar)** alternating lecture-based and hands-on practical sessions.
- **Panel discussions and workshops**, to stimulate debate particularly for current live controversies such as the ethics of algorithms.
- **Teamwork**, particularly in the team-based module and the hackathon.
- **Opportunities to develop and practice professional skills**, including a range of student-led presentations, modules which require student teams to interact with a client (someone who is not a data scientist working outside of the LSHTM who wishes to “employ” our students to address a particular research question).

### **Assessment Strategy**

Assessments have been designed to reflect the reality of life as a health data scientist. The programme will include a mix of formative and summative assessment. A range of assessment techniques will be deployed, including:

- In-module examinations
- Submission of code to perform a given task
- Oral presentations of technical material
- Coursework, with structured and unstructured questions
- Comprehensive written report of an in-depth exploration into an area chosen by the student (research project)

### 3. Programme Structure and features, modules, credit assignment and award requirements

Full-time Masters	Term 1	Term 2	Term 3	Total Credits
Compulsory Modules	5	2	0	90
Recommended Modules	0	2	0	30
Projects	0	0	1	60

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in [Chapter 3 of the LSHTM Academic Manual](#). Optional (i.e. recommended non-compulsory) modules listed are indicative and may change from year to year.

<https://www.lshtm.ac.uk/study/courses/changes-courses>

Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
1	AB1	2485	Thinking like a health data scientist	Compulsory	10
1	AB1	2486	Programming	Compulsory	10
1	AB1	2487	Health Data Management	Compulsory	15
1	AB1	2488	Concepts and Methods in Epidemiology	Compulsory	10
1	AB1	2489	Statistics for Health Data Science	Compulsory	15
2	C1	2490	Machine Learning	Compulsory	15
2	C2	2491	Data Challenge	Compulsory	15
2	D1	2492	Genomics Health Data	Recommended	15
2	D1	2464	Modelling & the Dynamics of Infectious Diseases	Recommended	15
2	D1	2465	Analysis of Hierarchical and Other Dependent Data	Recommended (Need to request permission from module organisers)	15
2	D1	3135	Spatial Epidemiology in Public Health	Recommended	15
2	D2	1301	Environmental Epidemiology	Recommended	15

2	D2	2496	Bayesian Analysis	Recommended (Need to request permission from module organisers)	15
2	D2	2493	Analysis of Electronic Health Record Data	Recommended	15

## Contact Time

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 on-campus lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision and external fieldwork or visits, as well as where tutors are available for one-to-one discussions and interaction by email. Module contact time will be defined in the individual module specifications and provided to students at the start of their programme.

This definition is based on the one provided by the [Quality Assurance Agency for Higher Education \(QAA\) Explaining contact hours \(2011\)](#). Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together to support effective learning.

The London School of Hygiene and Tropical Medicine (LSHTM) defines high quality contact time as structured, focused, purposeful and interactive.

## 4. Entry Requirements

Please refer to the programme's entry requirements [here](#).