



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	3174
Module Title	HIV
Module Organiser(s)	Professor Alison Grant and Dr Tsitsi Monera-Penduka
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
Term of Delivery	Term 3
Mode of Delivery	For 2026-27 this module will be delivered predominantly by face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification, these will be delivered predominantly via 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).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	40 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for students with some level of scientific background who wish to understand HIV disease, and aspects of its prevention, treatment and control. Students who wish to concentrate on biomedical aspects of HIV should consider taking the Clinical Virology (3187) module.
Module Description	HIV has evolved from a global epidemic to become an endemic disease with great geographical diversity, with adult prevalence ranging from very low to over 25% in some African countries. Scale-up of antiretroviral therapy has



	substantially improved life expectancy and quality of life of affected populations; however, HIV remains a leading cause of death and a global public health priority. The epidemic and its response is influenced by political, social, economic and cultural issues, and requires an interdisciplinary and intersectoral approach with active involvement of a wide range of stakeholders. This module aims to give you a broad understanding of these different aspects of the HIV epidemic, encompassing basic science, clinical medicine, epidemiology and social science, to equip you to analyse how different response strategies match the local context. The module is designed to be accessible to students with different disciplinary backgrounds including clinicians, biomedical scientists, social scientists and other global health professionals.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E.
Last Revised (e.g. year changes approved)	September 2026

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Control of Infectious Diseases	Recommended
MSc Demography & Health	Recommended
MSc Immunology of Infectious Diseases	Recommended
MSc Public Health	Recommended
MSc Reproductive & Sexual Health Research	Recommended
MSc Tropical Medicine & International Health	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module

The overall module aim is to give students a systematic understanding of the HIV epidemic, the challenges faced in ending the epidemic and the importance of tailoring the response to the local context.

Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Demonstrate knowledge and understanding of key concepts related to the epidemiology, infection dynamics, and natural history of HIV;
2. Describe and critically appraise the different components of HIV services and how HIV programmes are designed and implemented to meet the needs of all people living with HIV;
3. Critically evaluate how political, social, economic and ethical contexts impact the HIV response; and
4. Working in teams, integrate the above knowledge and skills to develop context-specific HIV prevention, testing and treatment programmes.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Epidemiology of HIV infection and local context
- HIV testing and linkage to care
- Clinical and biological aspects of HIV
- HIV treatment and treatment programmes
- Prevention of HIV and prevention programmes
- Social determinants and the role of civil society



Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	50	33
Directed self-study	30	20
Self-directed learning	20	14
Assessment, review and revision	50	33
Total	150	100

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 (online or on-campus) and self-directed study.

Teaching and Learning Strategy
The main teaching methods used will be presentations, seminars, group work, discussions and interactive sessions. There will be some sessions for private study and sessions set aside for work on the module assessment.



Assessment

Assessment Strategy

Formal assessment of this module is a three-page report on a relevant topic comprised of two components. The first component is based on group work, consisting of a two-page report (25%) and a peer assessment of group work contribution (10%). The second component is an individual one-page report on a related topic (65%).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group assignment	2 pages	25	1 - 4
Peer assessment of group work contribution	Mark assigned to each group member	10	4
Individual assignment	1 page	65	1 - 4

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

The tasks will be to redo the individual assignment.



Resources

Indicative reading list

1. The urgency of now: AIDS at a crossroads. Geneva: Joint United Nations Programme on HIV/AIDS; 2024. Licence: CC BY-NC-SA 3.0 IGO.
2. Chamie G, Napierala S, Agot K, Thirumurthy H. HIV testing approaches to reach the first UNAIDS 95% target in sub-Saharan Africa. *Lancet HIV*. 2021 Apr;8(4):e225-e236. doi: 10.1016/S2352-3018(21)00023-0. PMID: 33794183.
3. de Waal R, Wools-Kaloustian K, Brazier E, Althoff KN, Jaquet A, Duda SN, Kumarasamy N, Savory T, Byakwaga H, Murenzi G, Justice A, Ekouevi DK, Cesar C, Pasayan MKU, Thawani A, Kasozi C, Babakazo P, Karris M, Messou E, Cortes CP, Kunzekwenyika C, Choi JY, Owarwo NC, Niyongabo A, Marconi VC, Ezechi O, Castilho JL, Petoumenos K, Johnson L, Ford N, Kassanjee R. Global trends in CD4 count measurement and distribution at first antiretroviral treatment initiation. *Clin Infect Dis*. 2024 Nov 6:ciae548. doi: 10.1093/cid/ciae548. Epub ahead of print. PMID: 39501773.
4. INSIGHT START Study Group; Lundgren JD, Babiker AG, Gordin F, Emery S, Grund B, Sharma S, Avihingsanon A, Cooper DA, Fätkenheuer G, Llibre JM, Molina JM, Munderi P, Schechter M, Wood R, Klingman KL, Collins S, Lane HC, Phillips AN, Neaton JD. Initiation of Antiretroviral Therapy in Early Asymptomatic HIV Infection. *N Engl J Med*. 2015 Aug 27;373(9):795-807. doi: 10.1056/NEJMoa1506816. Epub 2015 Jul 20. PMID: 26192873; PMCID: PMC4569751.
5. Ford N, Ehrenkranz P, Jarvis J. Advanced HIV as a Neglected Disease. *N Engl J Med*. 2024 Feb 8;390(6):487-489. doi: 10.1056/NEJMp2313777. Epub 2024 Feb 3. PMID: 38314820.
6. Mackworth-Young CRS, Bond V, Stangl AL, Chonta M, Wringe A. Coming of age with HIV: a temporal understanding of young women's experiences in Zambia. *AIDS Care*. 2021 Feb;33(2):159-166. doi: 10.1080/09540121.2019.1709616. Epub 2020 Jan 6. PMID: 31906703.
7. Shanaube K, Macleod D, Chaila MJ, Mackworth-Young C, Hoddinott G, Schaap A, Floyd S, Bock P, Hayes R, Fidler S, Ayles H. HIV Care Cascade Among Adolescents in a "Test and Treat" Community-Based Intervention: HPTN 071 (PopART) for Youth Study. *J Adolesc Health*. 2021 Apr;68(4):719-727. doi: 10.1016/j.jadohealth.2020.07.029. Epub 2020 Oct 12. PMID: 33059959; PMCID: PMC8022105.
8. Rabkin M, Strauss M, Mantell JE, Mapingure M, Masvawure TB, Lamb MR, Zech JM, Musuka G, Chingombe I, Msukwa M, Boccanera R, Gwanzura C, George G, Apollo T. Optimizing differentiated treatment models for people living with HIV in urban Zimbabwe: Findings from a mixed methods study. *PLoS One*. 2020 Jan 28;15(1):e0228148. doi: 10.1371/journal.pone.0228148. PMID: 31990930; PMCID: PMC6986745.
9. Indravudh PP, Fielding K, Kumwenda MK, Nzawa R, Chilongosi R, Desmond N, Nyirenda R, Neuman M, Johnson CC, Baggaley R, Hatzold K, Terris-Prestholt F,

Corbett EL. Effect of community-led delivery of HIV self-testing on HIV testing and antiretroviral therapy initiation in Malawi: A cluster-randomised trial. PLoS Med. 2021 May 11;18(5):e1003608. doi: 10.1371/journal.pmed.1003608. PMID: 33974621; PMCID: PMC8112698.

10. Bekker LG, Das M, Abdool Karim Q, Ahmed K, Batting J, Brumskine W, Gill K, Harkoo I, Jaggernath M, Kigozi G, Kiwanuka N, Kotze P, Lebina L, Louw CE, Malahleha M, Manentsa M, Mansoor LE, Moodley D, Naicker V, Naidoo L, Naidoo M, Nair G, Ndlovu N, Palanee-Phillips T, Panchia R, Pillay S, Potloane D, Selepe P, Singh N, Singh Y, Spooner E, Ward AM, Zwane Z, Ebrahimi R, Zhao Y, Kintu A, Deaton C, Carter CC, Baeten JM, Matovu Kiweewa F; PURPOSE 1 Study Team. Twice-Yearly Lenacapavir or Daily F/TAF for HIV Prevention in Cisgender Women. N Engl J Med. 2024 Oct 3;391(13):1179-1192. doi: 10.1056/NEJMoa2407001. Epub 2024 Jul 24. PMID: 39046157.
11. Stranix-Chibanda L, Hamilton EL, Ngo J, Jiao Y, Hanscom B, Choudhury RP, Agyei Y, Piwowar-Manning E, Marzinke M, Delany-Moretlwe S, Mgodini N, Siziba B, Naidoo I, Gati Mirembe B, Kamira B, McCoig C, Adeyeye A, Spiegel HML, Hosek S; HPTN 084-01 Protocol Team. Safety, tolerability, and acceptability of long-acting injectable cabotegravir for HIV prevention in cisgender female adolescents (HPTN 084-01): a single-arm, open-label, phase 2b trial. Lancet HIV. 2025 Apr;12(4):e252-e260. doi: 10.1016/S2352-3018(24)00310-2. Epub 2025 Mar 12. PMID: 40088909; PMCID: PMC11961543.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).