PROGRAMME SPECIFICATION

1. Overview

Programme Title	Infectious and Tropical Diseases
Academic Year	2027-28
Cohort Entry Points	Annually in September
Programme Director	Sam Alsford
Awarding Body	London School of Hygiene & Tropical Medicine
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Infectious and Tropical Diseases
Length of Programme	Full-time, 12 months Part-time, 24 months
Mode of Delivery	Intensive
Maximum period of registration	Full-time, 3 years Part-time, 5 years
Language of Study	English
Entry Requirements	2:1 undergraduate degree (or equivalent) in a relevant discipline. English language at band B (for students for whom English is not their first language)
Award Titles	Master of Research in Infectious and Tropical Diseases
Total Credits	**CATS:** 180 **ECTS:** 90
Accreditation by Professional Statutory and Regulatory Body	n/a
Relevant PGT QAA Benchmark Statement and/or other external/internal reference points	There is no relevant QAA benchmark for this MRes programme

Framework for Higher Education Qualifications Level (FHEQ)	Level 7
Re-sit Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf
Date of Introduction of Programme	2026-27

2. Programme Description, Aims & Learning Outcomes

Programme Description
Infectious and tropical diseases continue to pose significant health, economic, and societal challenges worldwide, particularly in low- and middle-income countries, and there remains an urgent need for highly skilled researchers in this field. This MRes programme is a research-focused Masters degree that will provide students with specialist research training in their chosen subdiscipline of infectious and tropical diseases, thus preparing them for subsequent doctoral study or professional research roles. The specialist research training will be delivered through a single 120-credit research project (and accompanying Research Proposal module) that will run through the entirety of the programme, immersing students in the vibrant research culture of the Faculty. The Faculty is positioned at the interface between laboratory science, clinical medicine and population health, and consists of three departments (Clinical Research, Infection Biology, Disease Control). The Faculty's research portfolio is truly 'bench to boardroom'; ranging from fundamental biology through clinical research to impact on policy and practice. A full range of MRes project types will be offered that draws fully on this multi-disciplinary expertise. In addition, research projects that are undertaken (wholly, or in part) with our extensive network of collaborators and partners (UK-based and overseas) will be supported. Pre-arrival discussions with offer holders will enable research projects and relevant supervisors to be identified prior to the start of the programme. Alongside the project-based research training, students will develop their theoretical knowledge in related subjects through their guided choice of modules from the School's extensive portfolio of taught modules.

Educational aims of the programme

The educational aim of this programme – consistent with LSHTM's mission to improve global health and achieve excellence in research and education – is to train the next generation of researchers in the diverse field of infectious and tropical diseases. Extensive project-based research training will cover all aspects of the research process – from project design and research ethics through to project implementation and reporting of research outcomes. Through engagement with the wider research activities of the Faculty, students will also gain an appreciation of the value of interdisciplinary research and the extensive synergies that exist between distinct sub-disciplines of the field.

Programme Learning Outcomes

By the end of the programme, students will be expected to have achieved the following learning outcomes:

(i) Demonstrate deep understanding of a subdiscipline of infectious and tropical diseases, and define and critically assess key challenges and current priorities.

(ii) Understand the role of research in shaping policy and/or practice relating to the control, prevention, and surveillance of infectious and tropical diseases.

(iii) Advance knowledge through the design and implementation of a rigorous, ethically-sound, and methodologically appropriate research project within a subdiscipline of infectious and tropical diseases.

(iv) Critically evaluate current methods, research findings and research developments within the field.

(v) Effectively apply appropriate research approaches relevant to the systematic study of infectious and non-infectious diseases in the context of a specific research project.

(vi) Manage time, data, and resources effectively throughout an extended independent research project.

(vii) Work independently and collaboratively in a multidisciplinary research environment.

(viii) Demonstrate proficiency in research communication.

Teaching and Learning Strategy

The programme is taught through a variety of teaching methods including: lectures, small group seminars, project-based learning and groupwork with peers. All elements of the programme have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

Assessment Strategy
The programme is assessed through individual module assessments that are designed to assess, via the most appropriate method, whether learning objectives have been met. The project-based learning will be summatively assessed via a written project proposal, a written project report, and associated oral presentations, with formative assessments and feedback supporting each of these components. Assessment methods on other modules may be via a variety of methods (depending on the choice of taught modules), including written coursework, short written exams, group work, and presentations.

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

MRes	Compulsory credits	Elective credits	Project credits	Total credits
Credits	30	30	120	180

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. Elective modules may change from year to year. https://www.lshtm.ac.uk/study/courses/changes-courses

Term	Slot	Module Code	Module Title	Module Type	Credits (CATS)
1	AB	3801	Research Proposal (MRes ITD)	Compulsory	15
1-3	AB,C,D,E	3800	Research Project (MRes ITD)	Compulsory	120
1-3	AB,C,D,E	3802	Research Seminars (ITD)	Compulsory	15

Alongside the compulsory modules detailed above (totalling 150-credits), students will undertake 30 credits of elective modules (typically, 2x 15-credit modules) that are aligned to their chosen research topic. These elective modules can be drawn from the Faculty's extensive list of intensive (in-person) and/or distance learning modules, allowing you to extend your subject-specific knowledge. The availability of distance learning modules is of particular relevance to any students who are undertaking some or all of their project work outside of London (whether in the UK or overseas). In some cases, it may also be appropriate for students to consider modules from the Faculty of Public Health & Policy and/or the Faculty of Epidemiology & Population Health. Students will

be guided by their tutor and/or project supervisor to identify the most appropriate modules based on their alignment to the student's research topic and interests. The relevant module organiser may also be consulted to ensure that the student has the appropriate pre-requisite knowledge required for the module(s) in question.

The School's full module list is available via the links below:

Intensive modules: Module specifications
Distance learning modules: Module specifications

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.