



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	2492
<b>Module Title</b>	Genomics Health Data
<b>Module Organiser(s)</b>	Julian Villabona-Arenas, Luigi Palla and Damien Tully
<b>Faculty</b>	Epidemiology and Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	CATS: <b>15</b> ECTS: <b>7.5</b>
<b>HECoS Code</b>	100901
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	For 2020-21 this module is delivered online.  Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None, over and above those for the programme MSc Health Data Science
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	In initial year: 20 students max.
<b>Target Audience</b>	Recommended for students taking MSc Health Data Science
<b>Module Description</b>	This module provides an introduction to genomic health data and its applications in clinical and public health research.
<b>Duration</b>	5 weeks at 2 days per week
<b>Timetabling slot</b>	D1
<b>Last Revised (e.g. year changes approved)</b>	October 2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Health Data Science	Recommended



## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- provide the fundamental concepts of genetics and genomics and an overview of genomic health data analysis and its applications.

### Module Intended Learning Outcomes

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

1. appraise fundamental concepts of genetics and genomics;
2. examine computational, statistical and analytical approaches applicable to genomic data;
3. critically assess the design, analysis and results of genomic data research approaches;
4. appraise the ethical, legal and social implications of genomic data research.

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Introduction to genetics and genomics
- Genetic variation and its detection
- Genomic data handling
- Population genetics
- Genetic linkage analysis
- Genetic association analysis
- Mendelian randomisation
- Pathogen genomics
- Phylogenetic analysis
- Disease outbreak analysis
- Next-Generation sequencing data analysis
- Microbiomics & Metagenomics
- Precision medicine
- Genomic data ethical considerations



## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	40	27
Directed self-study	50	33
Self-directed learning	40	27
Assessment, review and revision	20	13
<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 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

Each session will cover a specific topic relevant to genomic health data, in the format of a recorded lecture followed by a practical session where the newly learned concepts are applied. Practical sessions will be either guided hands-on data analyses or paper discussions.

## Assessment

### Assessment Strategy

Formative assessment will include quizzes and group discussion, which will be embedded in every session. This will include multiple choice questions and short answer questions, as assessed in the subsequent summative assessment.

Summative assessment for the module will be via an in-module examination, featuring multiple choice and short answer questions, at the end of the course.

Time for the final assessment will be set to account for differences in time zones.



## 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 e.g. MCQ)	120 minutes	100	1- 4

### Resitting assessment

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

## Resources

### Indicative reading list

Key papers will be given in lecture notes for each session.

## 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](#).