



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	3465
Module Title	Neglected Tropical Diseases
Module Organiser(s)	Dr Amaya Bustinduy and Dr Michael Marks
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100265
Term of Delivery	Term 3
Mode of Delivery	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). We do not yet know whether or not there will be any on-campus activities during Term 3. This decision will be made in February.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	25 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for students studying: <ul style="list-style-type: none"> • MSc Tropical Medicine & International Health • MSc Control of Infectious Diseases • MSc Immunology of Infectious Diseases • MSc Medical Parasitology • MSc Public Health for Development Other students with an interest in Neglected Tropical Diseases (NTDs) may also participate
Module Description	Neglected Tropical Diseases are a diverse group of communicable diseases that prevail in tropical and subtropical conditions in 149 countries – affect more than one billion people



	<p>and cost developing economies billions of dollars every year. Populations living in poverty, without adequate sanitation and in close contact with infectious vectors and domestic animals and livestock are those worst affected.</p> <p>Effective control can be achieved when selected public health approaches are combined and delivered locally. Interventions are guided by the local epidemiology and the availability of appropriate measures to detect, prevent and control diseases. Implementation of appropriate measures with high coverage will contribute to achieving the targets of the WHO NTD Roadmap on neglected tropical diseases, resulting in the elimination of many and the eradication of some by 2030. (WHO).</p> <p>During this module, students will become acquainted with the broad epidemiology and health consequences including disability, mental health and neglect that are common traits for these diseases. They will also learn about diagnostic assays and treatment options. There will be a strong focus on control of NTDs and students will become familiar with the different strategies available for control and elimination in order to draft a personal plan.</p>
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E
Last Revised (e.g. year changes approved)	September 2020

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Tropical Medicine & International Health	Recommended Option
MSc Control of Infectious Diseases	Recommended Option
MSc Immunology of Infectious Diseases	Recommended Option
MSc Medical Parasitology	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> Cover a comprehensive range of topics pertaining to Neglected Tropical Diseases and intended to be applicable in a wide variety of settings.



Module Intended Learning Outcomes

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

1. Be able to differentiate the global impact of different NTDs;
2. Assess the impact of NTDs on disability and their contribution to the global burden of disease estimates measured as disability-adjusted life years (DALYS);
3. Perform analysis of the public health impact of NTDs;
4. Critique different treatment delivery strategies for different NTDs;
5. Critically appraise a range of platforms to address current issues in NTDs;
6. Design a comprehensive set of interventions to ameliorate the burden of NTDs.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Global distribution and burden of NTDs;
- Disability and stigma associated with NTDs;
- Immune responses related to NTDs;
- Children and other vulnerable populations in NTDs;
- Diagnostics for NTDs;
- Treatment, drug donations and control of NTDs including WASH programmes;
- Health policy and international commitment to eradicate NTDs and include new NTDs.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	60	40
Directed self-study	30	20
Self-directed learning	40	27
Assessment, review and revision	20	13
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 online 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

Some prior knowledge on the biological, clinical and pathophysiological aspects of NTDs is desirable but not required. Access to recorded lectures on individual NTDs will be available for students.

The teaching methods used will be online:

- 1- Live or recorded lectures
- 2- Group participation
- 3- Movies pertaining to NTDs available online
- 4- Round table with discussions with invited experts

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 assessment for this module will be online.

The assignment is a combination of:

Written group work: aimed to provide a country profile of NTDs (40% of the total marks for the module);

Peer reviewed assessment: aimed to provide peer feedback for the written group work (10% of the total marks for the module);

Individual written work: aimed to provide a one-page proposal to globally reduce the burden of NTD(s) identified in the country group work. This should be approximately 500 words with the optional use of tables/figures. (50% of the total marks for the module).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group Work	Approximately 1500 words (3 A4) with the optional use of tables/figures	40	1-4
Individual written work	Approximately 500 words (1 A4) with the optional use of tables/figures	50	5-6
Peer Assessment	n/a	10	1-4

Resitting assessment

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

For individual students resitting a group assessment 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)
Group Work	Coursework	Will need to retake the entire module
Individual assignment	Coursework	The individual written work task will be to redo the one-page proposal summary using original group work as the basis.

Resources

Indicative reading list

Will be provided with a link in Moodle

Other resources

Will be provided with a link in Moodle



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](#).