



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	EPM301
Module Title	Epidemiology of Infectious Diseases
Module Organiser(s)	Matt Cairns, Annabelle Gourlay, Paul Milligan
Contact	The LSHTM distance learning programmes and modules are run in collaboration with the University of London International Programmes. Enquiries may be made via their Student Advice Centre at: https://london.ac.uk/contact-us (Enquiries from face-to-face i.e. London-based LSHTM MSc or research students regarding study of DL modules should be emailed to distance@lshtm.ac.uk)
Faculty	Faculty of Epidemiology and Population Health London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/eph
FHEQ Level	Level 7
Credit Value	CATS 15 ECTS 7.5
HECoS Code	101335 : 100473 : 100962
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	Epidemiology students must have passed EPM101 <i>Fundamentals of Epidemiology</i> and EPM102 <i>Statistics for Epidemiology</i> (previously entitled <i>Statistics with Computing</i>), and should have studied EPM103 <i>Practical Epidemiology</i> and EPM105 <i>Writing and Reviewing Epidemiological Papers</i> prior to studying this module. Clinical Trials students must ensure that they have studied CTM207 <i>Design and Analysis of Epidemiological Studies</i> before studying this module or must obtain Programme Director approval before registration.

	<p>Demography & Health students should have studied and have an understanding of EPM101 <i>Fundamentals of Epidemiology</i> and EPM102 <i>Statistics for Epidemiology</i> (previously entitled <i>Statistics with Computing</i>).</p> <p>Students studying this module as an individual module must have basic epidemiological knowledge and skills equivalent to EPM101 <i>Fundamentals of Epidemiology</i> and EPM102 <i>Statistics for Epidemiology</i> (previously entitled <i>Statistics with Computing</i>).</p> <p>The material is at an advanced level and includes some interpretation of mathematical formulae.</p> <p>Those wishing to study this module must also be able to access the internet at least 3 times per week throughout the assessed outbreak exercise. This runs on two occasions, for 6-weeks, between November and December, and January to February (exact dates confirmed early in the academic year).</p>
<p>Accreditation by Professional Statutory and Regulatory Body</p>	<p>Not currently accredited by any other body.</p>
<p>Module Cap (Maximum number of students)</p>	<p>There is no cap on the number of students who can register for this distance learning module.</p>
<p>Target Audience</p>	<p>This module is intended for students interested in the epidemiology and control of infectious diseases in high, middle, or low-income country settings.</p>
<p>Module Description</p>	<p>Infectious diseases continue to dominate the list of global public health threats. Understanding the transmission of infections and the principles underlying their effective control is an increasingly important global public health issue. This module on infectious disease epidemiology takes a quantitative, methodological focus, aiming to apply epidemiological principles and methods specifically to the study of infectious diseases, including how to determine whether diseases have an infectious cause, how to measure transmissibility of infections, how to conduct outbreak investigations, and how to measure vaccine efficacy. Examples of a wide range of infectious diseases are covered, with more detailed study of three of the key global infectious diseases: HIV, TB and Malaria.</p>
<p>Duration</p>	<p>Students may start their studies at any time from receipt of study materials (despatched annually usually during September) and work through the material until the start of</p>

	<p>the June examinations (although assessment submission deadlines which are earlier than this must be observed).</p> <p>To allow time for students to register for specific dates to carry out the outbreak exercise, module registration after 30 September is not normally allowed. If you are given permission to register for the module in October you should note that introductory messages, and some online activities (for example discussion forums and/or real-time welcome sessions) may have already taken place before you get access to the Virtual Learning Environment (Moodle). All such messages and recordings (where applicable) will be available to access throughout the study year.</p>
Last Revised (e.g. year changes approved)	March 2021

Programme(s)	Status
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Clinical Trials (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Demography and Health (Distance Learning - University of London Worldwide)	Elective

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"> provide students with an in-depth knowledge of important concepts in the epidemiology of infectious diseases, and many of the skills to apply these concepts in practice.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to understand, describe and apply key principles of the epidemiology of infectious diseases, including:</p> <ol style="list-style-type: none"> 1. Explain key concepts, terms and epidemiological measures used to describe the frequency, distribution and transmissibility of infectious diseases, and how these measures are estimated in practice 2. Design, conduct, analyse, interpret and report an outbreak investigation 3. Explain the principles underlying simple mathematical models of infectious diseases, and the application of these models to epidemiological data 4. Explain how vaccine effectiveness is measured, and factors influencing the effectiveness of different vaccination strategies

Module Intended Learning Outcomes

5. Explain key features of the epidemiology and control of infectious diseases of global importance, including COVID-19 and other emerging infections, malaria, TB and HIV.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction
- Is the disease infectious?
- Measuring transmissibility
- Investigating an outbreak
- Outbreak exercise (assessed assignment), conducted through the Moodle VLE
- Introduction to modelling infectious diseases
- Vaccine evaluation
- Epidemiology of malaria
- Epidemiology of HIV/AIDS
- Epidemiology of tuberculosis

These sessions are expected to be followed by two optional sessions:

- Infectious disease modelling (optional extra material)
- Introduction to molecular epidemiology of infectious diseases

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	47
Self-directed learning	30	20
Assessment, review and revision	50	33
Total	150	100

Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. The key learning methods are:

- Reading and reflecting on CAL (computer-assisted learning) materials and recorded lectures, which introduce, explain and apply the principles and methods covered in the module.
- Reading and reflecting on provided materials which support the learning in the CAL sessions. This will include making use of the LSHTM online library resources.
- Participating in a real-time group exercise. This is a large proportion of the study time and is spent on an outbreak investigation exercise leading to the assessed

Teaching and Learning Strategy

assignment report. During this time, students work with a small group of fellow students over a six-week period using an assigned discussion group on the web-based discussion forum.

- Accessing academic support which is available from the module tutors through the web-based discussion forums and occasional real-time sessions (using Collaborate Ultra) in which students are encouraged to participate.

Assessment

Assessment Strategy

Formal assessment of this module includes a two-hour unseen written examination with 15 minutes' additional reading/planning time [70%] and an assessed assignment comprising the group-work report [30%].

If students fail the module overall, they are allowed one further attempt at the failed element (examination and/or assignment).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam	2hrs 15mins	70	1 – 8
Assessed Assignment - Group Work	5-page report	30	5

Timed examinations for DL modules are held once a year, in June (including resits). Examinations in 2021/22 will either be taken in a student's country of residence in one of over 650 [examination centres worldwide](#) or will be held online. If the June 2022 module exam is held at a local examination centre, a local fee will be payable direct to the exam centre. This fee will be in addition to the module fee and is set by, and paid directly to, the individual examination centre. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount. If the June 2022 module exam is held online, no additional exam entry fee will be payable. (Note that for those resitting module assessments, a fee will be payable.)

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
Outbreak exercise (group assessed assignment)	Resit similar outbreak exercise in following academic year	Group report (5 page limit)

Resources

Indicative reading list

[Beral V. Cancer of the cervix: a sexually transmitted infection? The Lancet. 1974;303\(7865\):1037-40.](#)

[Borchert M, Mutyaba I, Van Kerkhove M, Lutwama J, Luwaga H, Bisoborwa G, et al. Ebola haemorrhagic fever outbreak in Masindi District, Uganda: outbreak description and lessons learned. BMC Infectious Diseases. 2011;11\(1\):357.](#)

[Dixon M, Taylor M, Dee J, Hakim A, Cantey P, Lim T et al, Contact Tracing Activities during the Ebola Virus Disease Epidemic in Kindia and Faranah, Guinea, 2014. Emerging Infectious Diseases. 2015; 21\(11\)](#)

Anderson, RM and May, RM *Infectious Diseases of Humans: Dynamics and control*. Oxford University Press 1992.

<https://www.unaids.org/en/resources/documents/2019/2019-UNAIDS-data>

Other resources

The Moodle Virtual Learning Environment (VLE) contains the key materials and resources for EPM301 as follows:

- Interactive study material, referred to as Computer Assisted Learning (CAL), which is the key learning material for the module. The CAL sessions are also available to download.
- Readings (via the LSHTM online library)
- Discussion forums
- Assignment: Outbreak Exercise
- Past examination papers and examiner reports.

The following resources are also provided:

- Stata software (if not already provided for core modules)
- EpiData and ODK Installation Instructions (online download).

Moodle can be accessed from the first week of October, after module registration.

Students who are taking this as an individual module or as part of the MSc/PG Diploma (CF) Clinical Trials programme will also have online access to the EPM1 computer-based sessions (this access will exclude tutor support and associated readings / textbooks).

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the module learning materials, including a study guide and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible (this includes an accessible printable version of each session). The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to “[SensusAccess](#)” software which allows conversion of files into alternative formats.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at <https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>