



CREDIT BEARING SHORT COURSE SPECIFICATION

1. Overview

Academic Year (student cohorts covered by specification)	2021-22
Course Title	Pandemics: Emergence, Spread and Response
Course Directors	The UK-Public Health Rapid Support Team and Global Partners
Awarding Body	N/A – No award is made for less than 60 credits. Credit bearing short courses can be a maximum of 30 credits.
Teaching Institution	The London School of Hygiene & Tropical Medicine
Faculty	Epidemiology & Population Health
Length of Course (weeks)	10 weeks
Accreditation by Professional Statutory and Regulatory Body	No
Relevant PGT QAA Benchmark Statement and/or other external/internal reference points	N/A
Level of course within the Framework for Higher Education Qualifications (FHEQ)	Level 7 (postgraduate Masters 'M' level) of the QAA Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).
Total Credits	CATS: 20 ECTS: 10
HECoS Code	101317 (Environmental and Public Health)

Mode of Delivery	Online (synchronous and asynchronous)
Mode of Study	Part Time (20 hours per week) <ul style="list-style-type: none"> - 5 hours of directed learning - 15 hours of self-directed learning
Cohort Entry Points / Term of Delivery and Timetabling Slot	Term 2 (January - March)
Pre-Requisites	N/A
Language of Study	English
Re-sit Policy	<u>Chapter 8a: Face-to-face postgraduate taught degree academic regulations</u>
Extenuating Circumstances Policy	<u>Chapter 7: Academic regulations</u>
Target Audience	Professionals with experience of relevant disciplines and/or areas of practice such as: <ul style="list-style-type: none"> • Public health • Epidemiology • Data science • Microbiology • Virology • Social science • Case management • Risk communication and community engagement • Infection prevention and control • Water Sanitation and Hygiene • Mental Health • Health policy • Logistics • Healthcare management
Course Description	The module offers a focussed perspective and approach to learning about pandemics. It outlines the specific drivers, multi-disciplinary actors and response measures, and facilitates critical appraisal of pandemic preparedness, response and research in different contexts.

	<p>Intended learning outcomes are based on the knowledge and skills of critical reflection, synthesis and application that have been identified as critical to effective practice in the field of pandemic preparedness and response.</p> <p>Teaching and assessment methods have been selected for their appropriateness and include use of group discussion, group presentations, debate and critical appraisal and synthesis of literature.</p>
Date of Introduction of Course (month/year)	January 2022
Date of production / revision of this credit bearing short course specification (month/year)	N/A

2. Course Aims & Learning Outcomes

Educational aims of the course
<p>The course aims are to:</p> <ul style="list-style-type: none"> • Offer learning opportunities for professionals working in disciplines related to disease outbreaks to develop skills and knowledge that are critical to working in the field of pandemics. • Emphasise the value of interdisciplinary working, self-reflection, critical appraisal and synthesis for effective pandemic preparedness and response.

Course Learning Outcomes
<p>By the end of the module, engaged students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the definitions of pandemics and critique their application in the 20th and 21st centuries. 2. Identify context specific drivers and mitigations for emerging infectious diseases and pandemics. 3. Critically evaluate methods for emerging infectious disease surveillance, including detection. 4. Assess and critique the application of learning from emergence and spread of pandemics in the 20th and 21st centuries.

Course Learning Outcomes

5. Critique the utility of a range of epidemiological methods used to track the spread of infectious diseases.
6. Critically appraise and prioritise the pillars of pandemic preparedness and response at local, national and international levels.
7. Develop a national pandemic response plan using an interdisciplinary approach.
8. Apply skills of interdisciplinary working, critical thinking, and synthesis to topics relating to pandemic preparedness, response and research.

Teaching and Learning Strategy

The programme is designed to support development of skills and knowledge that are critical to working in the field of pandemics. It builds on learners' skills to emphasise the value of interdisciplinary working, self-reflection, critical appraisal and synthesis. Teaching and assessment methods for this module provide opportunities for students to develop these skills.

Assessment Strategy

Formative assessments will include individual and group exercises. At the start of the course, students will be divided into small multi-disciplinary groups (of 5-8). Each group will be assigned problem-based learning tasks on which they give short group presentations and for which students receive both peer and tutor feedback. During the course students will also be required to keep a personal portfolio. Each student will have opportunities to obtain written feedback on their portfolio at 2 intervals over the 10-week course – at week 4 and week 8.

For the summative assessment, students will be asked to write a 2500-3500 word reflective essay that examines their learning during the course. In the essay, students will be expected to draw from the contents of their portfolio to evidence and critically reflect attainment of the learning outcomes. Submission of the portfolio as an appendix to the essay will be required.

3: Entry Requirements

Criteria for admission
<p>In order to be admitted onto this module applicants must hold:</p> <ul style="list-style-type: none">a) an upper second class honours degree (2:1) or above in a relevant discipline, a degree in medicine at the same standard, or another degree of equivalent awarded by an overseas institution recognised by UK Naric or Barrons. <p>OR</p> <ul style="list-style-type: none">b) a professional qualification in a relevant discipline obtained by written examinations and judged by the School to be equivalent to an upper second class honours degree (2:1) or above. <p>AND</p> <ul style="list-style-type: none">c) prior professional experience of at least one year in a field linked with disease outbreak response or research. <p>Any prospective student who does not meet the above minimum entry requirement, but who has relevant professional experience, may still be eligible for admission. Applicants should submit a CV, relevant certificates and a motivation statement using the LSHTM Registry portal - https://www.lshtm.ac.uk/study/courses/short-courses/pandemics#overview</p>
<p>For further information, please see https://www.lshtm.ac.uk/study/applications/applying-short-courses-modules</p>

English language entry requirements
<p>Band B</p> <p>It is essential that all students have a good command of the English language to benefit from their studies at the LSHTM.</p> <p>As part of the application process, applicants are required to demonstrate how they meet the LSHTM's minimum English language requirements.</p> <p>The LSHTM asks applicants to have minimum English language proficiency levels that are necessary for our academic programmes and courses. These</p>

English language entry requirements

levels are higher than the CEFR B2 minimum level and also apply to EU applicants.

The academic English language requirements for each of the LSHTM's programmes and courses are categorised into one of three profiles A, B or C.

For information on these three profiles, please refer to the LSHTM English Language Requirement Policy:

https://www.lshtm.ac.uk/sites/default/files/english_language_requirements_policy.pdf