



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	3465
<b>Module Title</b>	Neglected Tropical Diseases
<b>Module Organiser(s)</b>	Dr Michael Marks & Dr Robert Butcher
<b>Faculty</b>	Infectious & Tropical Diseases
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100265
<b>Term of Delivery</b>	Term 3
<b>Mode of Delivery</b>	For 2025-26 this module will be delivered by a combination of face-to-face and online teaching modes.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be 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
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	35 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	This module is intended for students studying: <ul style="list-style-type: none"> <li>• MSc Tropical Medicine &amp; International Health</li> <li>• MSc Control of Infectious Diseases</li> <li>• MSc Immunology of Infectious Diseases</li> <li>• MSc Medical Parasitology</li> <li>• MSc Public Health for Development</li> </ul> Other students with an interest in Neglected Tropical Diseases (NTDs) may also participate.



<p><b>Module Description</b></p>	<p>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 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>	
<p><b>Duration</b></p>	<p>5 weeks at 2.5 days per week</p>	
<p><b>Timetabling slot</b></p>	<p>Slot E</p>	
<p><b>Last Revised (e.g. year changes approved)</b></p>	<p>July 2022</p>	
<p><b>Programme(s)</b> This module is linked to the following programme(s)</p>	<p><b>Status</b></p>	
<p>MSc Tropical Medicine &amp; International Health</p>	<p>Recommended</p>	
<p>MSc Control of Infectious Diseases</p>	<p>Recommended</p>	
<p>MSc Immunology of Infectious Diseases</p>	<p>Recommended</p>	
<p>MSc Medical Parasitology</p>	<p>Recommended</p>	

## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- 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
<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.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive 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 face to face:

1. Live lectures
2. Live seminar sessions
3. Group participation
4. Movies pertaining to NTDs
5. 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;
- **Peer reviewed assessment:** aimed to provide peer feedback for the written group work;
- **Individual written work:** aimed to provide a two-page proposal to globally reduce the burden of NTD(s) identified in the country group work. This should be approximately 1,000 words with the optional use of tables/figures.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group Work	Approximately 2,000 words (4 sides of A4) with the optional use of tables/figures	30	1-4
Individual written work	Approximately 1,000 words (2 sides of A4) with the optional use of tables/figures	60	5-6
Peer Assessment	n/a	10	1-4

### Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

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 complete an alternative piece of course work.
Individual assignment	Coursework	The <b>individual written work task</b> 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](#).