MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	1454
Module Title	Applied Communicable Disease Control
Module Organiser(s)	Rebecca Glover and Isaac Yen-Hao Chu (deputy)
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	101317
Term of Delivery	Term 2
Mode of Delivery	For 2025-2026 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	40
Target Audience	This module is designed for students who wish to practise, have some responsibility for, or enrich their knowledge of communicable disease control practice. As this module is centred on the application of core principles and practices, it should be relevant and interesting to a wide range of

	students from different academic and experiential backgrounds. While it does attend to issues that have clear relevance to low and middle income settings, this module has more of a focus on high income countries. The module includes some aspects of epidemiology although those students wishing to significantly enhance their skills in this area are encouraged to take Epidemiology of Infectious Diseases (2437).
Module Description	This highly interactive module seeks to prepare students for the practice of communicable disease control through a variety of teaching and learning strategies. Students will first be presented to the core concepts of communicable disease control (CDC) through a series of lectures. In addition to the lectures, students will work in small problem-based learning groups with a staff facilitator throughout the module. Each group will work on an emerging and realistic CDC scenario. The groups will be tasked with applying material taught in the module and identifying alternative sources of information to plan strategies for resolving the problem-scenario presented.
Duration	5 weeks at 2.5 days per week
Timetabling slot	D1
Last Revised (e.g. year changes approved)	September 2025

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Control of Infectious Diseases	Recommended
MSc Public Health	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health for Global Practice	Recommended
MSc Tropical Medicine & International Health	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • Explore the core knowledge and skills necessary for the application of communicable disease control activities in a variety of settings & populations.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Differentiate the key mechanisms of communicable disease transmission, and to propose realistic public health prevention and control strategies. 2. Apply and evaluate the principles of surveillance and the characteristics of different surveillance systems, their strengths and weaknesses, their usefulness, and their application to disease control. 3. Evaluate policies and programmes used in the prevention and control of important infectious diseases, and the issues involved in their implementation and evaluation. 4. Apply epidemiological methods to the investigation and management of outbreaks. 5. Examine the issues involved in managing and evaluating vaccination programmes. 6. Question the appropriateness of standard communicable disease control strategies for vulnerable, marginalised, and at-risk populations, and to propose alternative strategies. 7. Evaluate communicable disease control strategies using ethical frameworks. 8. Design communicable disease control strategies suited to the student's own country or work situation.

Indicative Syllabus

Session Content
The module will cover the following topics: • Surveillance • Epidemiology • Vaccinology • Respiratory transmission • Faecal-oral transmission

Session Content
• Blood-borne transmission • Blood & body fluid transmission • Vector-borne transmission • Marginalised & at-risk populations • Public health communications • Ethics of disease control

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	**31**	**21**
Directed self-study	**12**	**8**
Self-directed learning	**77**	**51**
Assessment, review and revision	**30**	**20**
Total	**150**	**100**

Teaching and Learning Strategy
Teaching will be carried out by means of lectures and problem-based learning (PBL) sessions. Some of the lectures will be facilitated by external experts to allow students the opportunity to be exposed to a diversity of perspectives. PBL sessions will take place in small groups, which will be led by a facilitator from LSHTM. The emphasis in PBL sessions will be on working through a realistic outbreak scenario as a small group, and applying core themes explored across the module, in order to realistically resolve the presented problem scenario. There is a significant focus on self-directed learning in this module. This said, the lectures and seminars are designed to complement the weekly topics explored in the PBL sessions. It is expected that students will draw on a number of resources to enrich their own learning, including subject experts / clinicians, academic literature, and module reading.

Assessment

Assessment Strategy
1. A group assignment (50%) The PBL sessions will explore a realistic outbreak scenario, with structured evolutions over a four-week period. At the end of the PBL sessions, students will be asked to complete a group outbreak report of 2,500 words, which summarises the actions taken by their PBL group with rationale, reflections and recommendations presented. Students will be evaluated on their critical evaluation of the outbreak, drawing on the core themes and topics presented throughout the module. **2. An individual assignment (40%)** Linked to the PBL sessions, each student will reflect on an essay question that provides an outbreak scenario, which the students will be asked to critique in 1000 words. Within the 1000-word limit, students should consider the epidemiology and evidence that informed their approach, the potential unintended consequences of their actions, and the ethical considerations that influenced key decisions. **3. An oral 'press conference' (10%)** Linked to the PBL sessions, each student will answer one question about their group's outbreak control strategy at a simulated press conference attended by their peers and the PBL leaders. This mark will be pass/fail. **Non-assessed criteria** As this module builds on sequential core concepts presented in PBL sessions and lectures, students are required to commit to full participation in all sessions.

Summative Assessment

Assessment Type	**Assessment Length (Word Count)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Coursework	**Group assignment (2,500-word report)**	**50**	ILOs 1-7
Coursework	**Individual assignment (1,000-word essay)**	**40**	ILOs 1-8
Coursework	**Press conference**	**10**	ILOs 5-6

Resitting assessment
Resits will accord with the LSHTM's Academic Manual Chapter 8a For individual students resitting the individual assignment the task will remain the same, but based on a different "outbreak scenario". 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**
Group work	Individual essay	1,500 words

Resources

Indicative reading list

- Noah, N. Controlling Communicable Disease. Maidenhead: Open University Press; 2009.
- Cragg, L, Nutland, W, Rudge, J. Applied Communicable Disease Control. 2018

Other resources

- Nelson, KE, Williams, CM. Infectious Disease Epidemiology: Theory & Practice. 3rd edition. Sudbury, MA: Jones & Bartlett; 2013.
- Heymann, DL (Ed). Control of Communicable Diseases Manual. 21st edition. American Public Health Association: Washington, DC; 2022.

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.