Programme Specification

Professional Diploma in Tropical Nursing 2017-18

For prospectus details about the programme, please see www.lshtm.ac.uk/study/cpd/stn.html

<table>
<thead>
<tr>
<th>AWARD DETAILS</th>
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<tbody>
<tr>
<td><strong>Title and name of final award(s)</strong></td>
</tr>
<tr>
<td>Professional Diploma in Tropical Nursing</td>
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<tr>
<td><strong>Level of the programme</strong></td>
</tr>
<tr>
<td>The programme is considered to be at postgraduate level.</td>
</tr>
<tr>
<td><strong>Relevant QAA subject benchmark</strong></td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>For more information on subject benchmarking, please see <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements</a></td>
</tr>
<tr>
<td><strong>Awarding body:</strong></td>
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<tr>
<td>London School of Hygiene &amp; Tropical Medicine</td>
</tr>
<tr>
<td>• <strong>Registering body:</strong> The London School of Hygiene &amp; Tropical Medicine (LSHTM)</td>
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<tr>
<td>• <strong>Examination body:</strong> The London School of Hygiene &amp; Tropical Medicine (LSHTM)</td>
</tr>
<tr>
<td>For more information on LSHTM and the University of London, please see <a href="http://www.lshtm.ac.uk">www.lshtm.ac.uk</a> and <a href="http://www.lon.ac.uk">www.lon.ac.uk</a></td>
</tr>
<tr>
<td><strong>Accreditation by professional or statutory body (if applicable)</strong></td>
</tr>
<tr>
<td>Not accredited by any other body</td>
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<tr>
<td><strong>Language of study and assessment</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Please see ‘English language requirements’ further below regarding the standard required for entry.</td>
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<table>
<thead>
<tr>
<th>ADMISSIONS INFORMATION</th>
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<tbody>
<tr>
<td><strong>General entrance requirements</strong></td>
</tr>
<tr>
<td>Applications must be submitted in accordance with the procedures and deadlines given in the web-based or printed prospectus.</td>
</tr>
<tr>
<td>• The programme is open to candidates with a degree who are currently registered as nurses or midwives. It is recommended that they have two years’ post-registration experience by the start of the course applied for.</td>
</tr>
<tr>
<td>• Candidates must be computer literate and have a good standard of written and spoken English and of English comprehension.</td>
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</tbody>
</table>
Any prospective student who does not meet the above minimum entry requirement, but who has relevant professional experience, may still be eligible for admission. The Registry can advise on eligibility to apply in such cases.

### English language requirements

It is essential to have an excellent command of the English language to benefit from studying for the programme. All students will be required to obtain an acceptable score in an approved English language test if their first language is not English or if their studies at university have not been conducted wholly in the medium of English. Any English language tests must have been taken no more than two years before the date a student commences the programme. LSHTM may also request that an applicant take a test even if the above conditions have been met.

For up-to-date information on language requirements, please see [www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf](http://www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf)

Please note that there are different English language requirements for Tier 4 Visa applicants and non-Tier 4 visa applicants.

For further information, please see [www.lshtm.ac.uk/study/faq/english_requirements.html](http://www.lshtm.ac.uk/study/faq/english_requirements.html)

### Financial requirements

All students are required to have sufficient funds to cover programme tuition fees, living expenses and any travel and project costs for the duration of their studies. Tuition fees are payable in full three months before the start of the course. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

For up-to-date information on fees and costs, please see [www.lshtm.ac.uk/study/cpd/stn.html](http://www.lshtm.ac.uk/study/cpd/stn.html).

### Students with disabilities (including dyslexia and mental health issues)

LSHTM welcomes applications from students with disabilities – which may include sensory impairment (visual/hearing), mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The School aims to offer as much appropriate assistance as possible to accommodate individual needs, and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application, and let the Registry know if anything further can be done to make the application and selection process as accessible as possible. This helps the School to ensure that applicants' specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the School can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Adviser can answer queries and provide confidential advice at any point. Any special arrangements, for example regarding examinations, may be made via the Student Adviser.

Please see further information [www.lshtm.ac.uk/study/support/disability/index.html](http://www.lshtm.ac.uk/study/support/disability/index.html). Applicants should e-mail registry@lshtm.ac.uk with any specific queries. Registered students should contact disability@lshtm.ac.uk
Intake quota
Numbers admitted to the course each year are strictly limited to 65 per intake cohort (i.e. 130 total per year). Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are encouraged to apply as early as possible as the course is heavily oversubscribed, and admittance to the course usually closes several months ahead of the start of each new programme. Applications are accepted up to one year in advance of the start of the programme.

Some previous Diploma in Tropical Nursing students from the UK have obtained funding through application to organisations outside the School. Information on how to contact these organisations is listed at: [www.lshtm.ac.uk/study/funding/fundingforuknurses.html](http://www.lshtm.ac.uk/study/funding/fundingforuknurses.html)

PROGRAMME AIMS AND OBJECTIVES

Educational aims of the programme
The aim of the programme – consistent with LSHTM’s mission to improve health worldwide – is to prepare nurses and midwives to work in tropical and resource poor situations by developing knowledge and understanding of the causes, prevention and treatment of major tropical diseases and the cultural, structural and organisational aspects of working in tropical and resource poor situations.

By the end of the programme, students will able to:

- Understand and evaluate key issues affecting primary health care in developing countries
- Aim to be able to maximize care in practice with minimum resources
- Demonstrate the importance of promoting health through prevention rather than cure.

For further information, please see [www.lshtm.ac.uk/study/cpd/stn.html](http://www.lshtm.ac.uk/study/cpd/stn.html)

Learning, teaching and assessment methods
The programme is taught chiefly through lectures and laboratory practicals. All lectures and practical sessions have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

The programme is assessed through a laboratory exam, a multiple choice exam and an academic research based essay, which offers an opportunity to study a single topic in depth and use critical reading and writing skills. Such tasks are designed to assess, via the most appropriate method, whether learning objectives have been met. Candidates must pass all three components.

For further information, please see [www.lshtm.ac.uk/edu/qualityassurance/qualitymanagement.html](http://www.lshtm.ac.uk/edu/qualityassurance/qualitymanagement.html)

Intended learning outcomes
By the end of the programme, students will be expected to achieve the following learning outcomes – drawing on material taught across different elements and assessed in a variety of ways.

Please note that modules listed below may be subject to change.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Programme element</th>
<th>Assessment methods</th>
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</thead>
<tbody>
<tr>
<td>(i) Demonstrate capability to plan, implement and evaluate primary care interventions in tropical and resource poor contexts</td>
<td>Lectures, self-directed research and discussion</td>
<td>Researched essay and MCQ exam</td>
</tr>
<tr>
<td>(ii) Development of a nuanced understanding of the issues involved in caring for people differing cultural, religious and ethnic backgrounds</td>
<td>Lectures, self-directed research and discussion</td>
<td>Researched essay and MCQ exam</td>
</tr>
<tr>
<td>(iii) Application and understanding of laboratory methods available at local and district level clinics in resource poor countries, for the</td>
<td>Lectures, practical teaching, hands on</td>
<td>Laboratory practical exam</td>
</tr>
</tbody>
</table>
diagnosis of infectious diseases and other medical conditions, and for managing patient care based on analysis of the laboratory results experience and discussion

(iv) Develop effective cross cultural communication skills in challenging situations and around sensitive topics such as mother and child health issues.  
Lectures, self-directed research and discussion  
Researched essay and MCQ exam

(v) Management of major tropical diseases and other complex nursing care for example diarrhoea and vomiting outbreaks in a resource poor setting. 
Lectures, self-directed research, discussion and group work  
Researched essay and MCQ exam

(vi) Develop increased resilience and the ability to manage and improvise provision of care in resource poor or complex emergency settings. 
Lectures, self-directed research & discussion  
Researched essay and MCQ exam

(vii) Develop skills and approach to lifelong learning and continuing professional development that is grounded in current research.  
Lectures, self-directed research & discussion  
Researched essay, laboratory practical exam

For further information, please see the programme handbook.

**Distinctive features of the programme**

The mission of the School is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice. The School has been active at the highest level in this for many years.

This course is directed by a highly experienced and world-renowned field worker and most involved teaching staff have substantial experience working in resource-poor settings.

For further information, please see www.lshtm.ac.uk/study/cpd/stn.html

**MODE OF STUDY AND LEARNING TIME**

**Modes of study and duration of study**

The DTN is taught ‘face-to-face’ at LSHTM in London and can be taken on a part-time basis only.

Students study for **one full day** each week, Wednesdays, from 9am until 6pm for 19 weeks.

The programme runs twice a year, so may be taken either from approximately mid-September until the end of January, or from approximately mid-March until the end of July.

For specific course dates, please see www.lshtm.ac.uk/study/cpd/stn.html

**Estimated number of study hours**

The programme comprises a total of 320 notional learning hours, based on a mix of contact teaching time, directed study, and self-directed study time plus assessment.

- It is generally expected that students will spend on average 17 hours a week on study, including face-to-face sessions and private study. During the course of the programme, each week will typically include 9 hours of contact time within the School and 8 hours of self-directed study.

For further guidance on study patterns, please see the programme handbook.
ASSESSMENT

Assessment
Assessment is based on LSHTM’s standard policies, which include double-marking of all work. Grades are given on a grade point scale running from 5 (excellent) to 0 (very poor fail) and with a pass threshold of 2 (satisfactory). Grades from the various specific assessment components of the course are combined, according to set weightings, to calculate an overall grade point average (GPA) – used to determine who has passed, and to distinguish classifications of Pass or Distinction.

Details of how degree GPA is calculated, and the GPA required to obtain a Distinction, are given in the detailed award scheme for the programme at www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourseregulations/index.html

Programme components and requirements
The programme has three major assessed components, each counting for one-third of the final result:

<table>
<thead>
<tr>
<th>When</th>
<th>Week 12</th>
<th>Week 16 or 17</th>
<th>Week 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Academic essay based on a review of literature</td>
<td>Laboratory practical examination</td>
<td>Multiple choice questionnaire-style examination</td>
</tr>
<tr>
<td>Grades required</td>
<td>A minimum mark of 2 is required</td>
<td>A minimum mark of 2 is required</td>
<td>A minimum mark of 2 is required</td>
</tr>
</tbody>
</table>

CALENDAR AND CURRICULUM

Study calendar
Each week of the course is numbered with specific timetabled activities, although the exact timing of these can vary year-to-year.

Weeks 1-3
- There is a general induction and welcome to the School in the first week. As part of this, students are taught how to log-on, and use, the School’s network, how to effectively use the Library and the School’s data-base and are offered a Careers Fair. Topics covered by lectures typically include different tropical diseases, immunology, vaccine and medical anthropology. Laboratory work typically includes the use of microscopes, normal and abnormal blood pictures and the preparation and staining of both thin and thick films.

Weeks 4-11
- There is a course work essay Q&A session in advance of work being undertaken for the academic essay, as well as some time put aside for private study and research. Topics for lectures typically include different parasitic diseases, different communicable diseases, epidemiology and palliative care. There is also an emergency scenario exercise, usually undertaken in Week 7. Laboratory work typically includes the laboratory identification of malaria and other blood parasites, the examination of faeces, acid-fast staining and blood grouping. There are also laboratory revision sessions in Weeks 5 and 8.

Weeks 12-15
- The academic essay is submitted in Week 12. Topics covered by lectures typically include population matters, further communicable and tropical diseases and capacity building. Laboratory work includes haemoglobins, HIV, syphilis and malaria rapid tests. There is also a laboratory revision session in Week 12, a mock laboratory practical exam in Week 14 and a projected slide revision session in Week 15.
Weeks 16-19

- Students undertake a laboratory practical exam in Week 16 (or Week 17). Time is also set aside in Week 19 for exam preparation and revision ahead of the multiple choice written exam in the same week. Students are also invited to give a 15-minute presentation of their own experiences in Week 19 as well. Lectures typically include epidemiology & the treatment of malaria, nutrition, further tropical and parasitic diseases and infection control.

Specific course dates are available at [www.lshtm.ac.uk/study/cpd/stn.html](http://www.lshtm.ac.uk/study/cpd/stn.html); more detailed guidance and deadlines are given in the programme handbook.

### Study Topics

The course opens a window to topics for study such as Public Health, Primary Health Care, Emergency Relief, Medical Anthropology, Sanitation Technology, Mental Health, Maternal and Child Health, Nutrition, Immunology, Parasitology, Conflict and Health, together with wide coverage of common Tropical Diseases.

The Diploma also incorporates a Laboratory Course, conducted in the Medical Parasitology Laboratory at LSHTM, for two hours every Wednesday afternoon. During this course the students learn to diagnose malaria, leprosy, leishmaniasis, filariasis and other parasitic diseases. Blood grouping, cross-matching and haemoglobin estimation are also taught.

<table>
<thead>
<tr>
<th>Week</th>
<th>Study Topics</th>
<th>Laboratory Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3</td>
<td>Introduction to malaria; What have the millennium development goals got to do with me?; Immunology; Vaccine; Medical Anthropology; Leishmaniasis</td>
<td>Use of microscope; Normal blood picture; Preparation and staining of thin and thick films; Abnormal blood picture; Laboratory identification of Malaria I</td>
</tr>
<tr>
<td>Weeks 4-6</td>
<td>Helminths; What is tropical public health?; Schistosomiasis; Hanson’s disease; Emergency Assistance; Rabies; Water &amp; Sanitation; Primary Health Care; Meningitis</td>
<td>Laboratory identification of Malaria II; Revision; Examination of faeces I</td>
</tr>
<tr>
<td>Week 7-9</td>
<td>Diarrheal disease; Nutrition &amp; micronutrients; Sexually transmitted infections; Introduction to Epidemiology; Public health aspects of HIV/AIDS; Children with HIV/AIDS in resource poor settings; Tetanus; Dengue &amp; Viral Haemorrhagic Fever; Conflicts &amp; Health; Measles</td>
<td>Examination of faeces II; Revision; Other blood parasites</td>
</tr>
<tr>
<td>Weeks 10-12</td>
<td>AIDucation; Palliative care in resource poor situations; Tropical dermatology; Acute respiratory tract infection; ethical problems in resource poor situations; The tropical liver; Post traumatic stress; Tuberculosis in resource poor situations; Filariasis</td>
<td>Acid-fast staining: Leprosy and TB; Blood Grouping; Revision</td>
</tr>
<tr>
<td>Weeks 13-15</td>
<td>Population Matters; Anaemia &amp; sickle cell in the tropics; Where there is no psychiatrist; Where there is no midwife; Severe malaria; Rational use of antibiotics; Capacity Building; Moving Mountains; Typhoid</td>
<td>Haemoglobins, HIV, syphilis and malaria rapid tests; Mock practical exam; Projected slide revision</td>
</tr>
<tr>
<td>Weeks 16-19</td>
<td>Epidemiology and treatment of malaria; Nutrition; The tropical eye; Infection control in resource poor settings; Trypanosomiasis; Chagas disease; Ballistics &amp; care of war wounded; Female Genital Mutilation; Where there is no Dentist; Suturing; Mother &amp; child health</td>
<td>Practical examination</td>
</tr>
</tbody>
</table>

Please note that this is subject to change. The weeks that the topics for study fall in may be revised in consideration of the availability of teaching staff, many of whom are still very active abroad.
### Academic essay

Students undertake an academic research based essay based on a review of literature on a relevant topic or subject of their choice. The academic essay, to be submitted in Week 12 of the course, should be 2,000 words in length (+/- 10%). Any essays submitted over or under this limit will receive an automatic penalty of a one-grade deduction.

This is a research essay based on published literature and its aim is to test students’ abilities to present thoughts in an organized way and assess their intellectual capabilities.

The essay accounts for one-third of the total grade awarded.

Criteria and further details about the research based essay are given in the programme handbook.

### Laboratory (practical) examination

This is an unseen paper and is usually held in Week 16 or 17.

The laboratory examination accounts for one-third of the total grade awarded.

Further details about the practical examination are given in the programme handbook.

### MCQ examination

A multiple-choice question (MCQ) examination is held on the final day of the course and lasts for one hour. This is an unseen paper and will test theory discussed in lectures and lecture notes.

The MCQ exam accounts for one-third of the total grade awarded.

Further details about the MCQ examination are given in the programme handbook.

### Re-sits

Where failing a component on the first attempt prevents a student from passing, the student may be permitted a further attempt as a re-sit. Only one re-sit is permitted. Assessments which have been passed may not be re-sat. The re-sit must be carried out at the same time as the following course students.

The School’s re-sits policy is available at [www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf](http://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf)

### Student SUPPORT, GUIDANCE AND RESOURCES

#### Student charter

LSHTM has a student charter which summarises the standards of service the School expects and aspirations to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

The LSHTM student charter is available at [www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf). A general summary of support and services offered to students is given at [www.lshtm.ac.uk/study/support/index.html](http://www.lshtm.ac.uk/study/support/index.html)

#### The student community

All students on the programme are members of the LSHTM Students’ Representative Council (SRC). The SRC provides a focus for student opinion and identity across LSHTM, through representation on committees and by acting as a link between staff and students. In addition, the SRC organises LSHTM-wide social and sporting events.

Students on the programme elect representatives to liaise with staff and help communicate student views, as well as to help arrange social activities.

For further information, please see [www.lshtm.ac.uk/edu/src/index.html](http://www.lshtm.ac.uk/edu/src/index.html)
Guidance and support
Students on the programme have guidance from the Course Director and her assistant who can provide both academic guidance and more general support. They can also recommend or arrange for students to see other specific members of staff regarding specific academic matters. The Course Director and her assistant are available as a point of contact to discuss practical issues or questions regarding the programme, or as a first-line sympathetic ear for personal problems.

Further details about the guidance and support that are available are given in the programme handbook.

Student advice and counselling
The Student Advice & Counselling Service offers advice and support for any practical or emotional issues students may experience during their time at LSHTM. The Student Adviser can offer impartial advice on a range of issues including accommodation, financial concerns and immigration. The Counsellor is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise. All appointments with the Student Adviser or Counsellor are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

For further information, please see https://intra.lshtm.ac.uk/Teaching-and-Support/Student-Advice-and-Counselling/index

Healthcare
LSHTM students can usually register with the Bedford Square Medical Centre at 60 Bloomsbury Street, which offers an NHS GP (general practitioner) medical service. Alternatively, students can also register with a local NHS GP near their home address.

For further information about the postcodes covered by the Bedford Square Medical Centre, please see intra.lshtm.ac.uk/studentadvice/healthcare/index.html. For further information about finding a GP near your home address, please see www.nhs.uk

Learning resources and facilities
Students on the programme have access to comprehensive library and IT (computing) resources and facilities, as well as many other standard facilities such as the Refectory, common rooms, etc.

For further information, please see www.lshtm.ac.uk/library (Library) and www.lshtm.ac.uk/its (IT Services)

English language support
While all students are required to demonstrate English language proficiency in line with the School’s minimum requirements in order to be accepted on the programme, LSHTM provides some online resources for students whose first language is not English and who would like further support in adjusting to the demanding standards of postgraduate university study in Britain.

For further information, please see www.lshtm.ac.uk/edu/studyskills.html, in particular the ‘Writing Skills and Referencing Resources’

Further learning support
In addition to programme-level activities and academic support from personal tutors and teaching staff, LSHTM offers specific training sessions in areas such as basic maths skills and introductory-level computing. A series of study skills workshops are held throughout the year on topics such as effective reading and coping with exams. There are also online resources available for those students unable to attend the School when these training sessions are run.

Students with disabilities such as dyslexia should contact the Student Adviser for appropriate guidance and support.

For further information, please see www.lshtm.ac.uk/edu/studyskills.html . Please also see earlier sub-section on ‘Students with disabilities’ regarding disability support.
Careers advice and resources

The School’s Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from their first degree and are looking to establish a career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through School-wide events (arranging regular careers fairs and forums, talks by speakers from relevant organisations, and workshops on essential career skills).

The on-site Careers Centre offers a central reference point for job vacancies, careers information and literature and employer information. The LSHTM Careers Service is also part of the Specialist Institutions’ Careers Service (SICS) of the University of London Careers Group, and students can access their even more extensive resources.

For further information, please see www.lshtm.ac.uk/careers and www.careers.lon.ac.uk

PROGRAMME QUALITY

Quality evaluation and enhancement

The programme is subject to LSHTM’s rigorous quality assurance processes, including both standard annual monitoring and an extensive special review every five years.

Students are asked to complete a brief online evaluation after every lecture and are also asked to give specific feedback both via class discussion sessions and an end-of-programme survey. Such feedback is anonymised, analysed, discussed and followed up by appropriate staff and committees within the School.

Operation of the programme itself is overseen by a dedicated committee. A range of further LSHTM committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

For further information, please see www.lshtm.ac.uk/edu/qualityassurance

External Examiner

A list of current External Examiners to the School is available at www.lshtm.ac.uk/edu/qualityassurance/external_examiners_list.pdf

The standard of awards is scrutinised by the above External Examiner(s), according to LSHTM policies and procedures consistent with UK national best practice. External Examiners are senior academics from other institutions or subject experts, who provide independent scrutiny of both the setting and marking of assessments. They provide annual reports which are scrutinised both at course level and centrally, and are publicly available via www.lshtm.ac.uk/edu/qualityassurance/annualmonitoring.html.

AFTER GRADUATION

Possible routes to further study

Successful completion of the programme may serve as good preparation for students who wish to go on to take a full postgraduate degree, such as an MSc – whether to be undertaken at LSHTM or elsewhere.

For further information on research degrees at LSHTM, please see www.lshtm.ac.uk/study/research/index.html
Possible graduate employment routes
The programme is suitable for those aiming to work as nurses and midwives with NGOs, charities, other aid organisation and governmental bodies. It may be noted that LSHTM has links with the World Health Organisation (WHO Collaborating Centre), UK Department of Health, UK National Health Service and NHS Graduate Scheme, UN High Commission on Refugees, International Committee of the Red Cross, Médecins Sans Frontières, Oxfam, GOAL, Merlin, International SOS, Raleigh International, Save the Children, Malaria Consortium, Action Against Hunger, International Medical Corps, DOCS International, Emergency, Medair, Médecins Du Monde, the Bill & Melinda Gates Foundation, the Clinton Foundation HIV/Aids Initiative, Public Health England, UK National Institute for Health & Clinical Excellence, and amongst many other organisations.

For further information, please see www.lshtm.ac.uk/careers/onlinecareerresources/grad_data_june_2011_update.pdf

The Alumni Association
Membership of the LSHTM Alumni Association is free and open to all former students of LSHTM. This is a diverse community of over 15,000 alumni in more than 180 countries, including local chapters, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.lshtm.ac.uk/alumni or email alumni@lshtm.ac.uk

ABOUT THIS DOCUMENT
This Programme Specification has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure. For further information, please see www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

Last revised 03/08/2016 by Claire Bertschinger