

Part A: Programme Summary Information

1 Title of Programme	Diploma in Tropical Medicine & Hygiene		
2 Programme Code	DTM&H		
3 Entry Award (s):			
3a Entry Award 1	N/A		
3b Entry Award 2	N/A		
3c Entry Award 3	N/A		
4 Exit Award (s):			
4a Exit Award 1	N/A		
4b Exit Award 2	N/A		
4c Exit Award 3	N/A		
5a Start Date	August 2022	5b End Date	August 2023
6 Frequency of Intake	Twice yearly (Sept and Feb)		
7 Mode of Study	FT		
8a Applicable Framework	UoL Framework for FT or PT Postgraduate Programmes		
8b Exemption Required			
8c Exemption Approved			
8d Details of Exemption			
9 Director of Studies	Christopher Parry		
10 Board of Studies			
11 Board of Examiners			
12 External Examiner(s)	Dr Geoffrey Gobert (Queen's University, Belfast) Professor David Mabey (LSHTM) Dr Paul Collini (University of Sheffield)		
13 Professional or Other Body	None		
14 Reference Points	None		
15a Home/EU Fee	£6,000	15b Overseas Fee	£6,000
16 Additional Costs to the Student			

Part B: Programme Aims and Outcomes

17 Overview of the Programme

The DTM&H is a well-established programme of international repute designed for physicians who want to improve the health and well-being of people living in low and middle-income countries (LMICs)

18 Aims of the Programme

No.	Specific Aim	Entry Award
1	To develop students' knowledge and comprehension of the clinical presentation, diagnosis and management of major communicable, non-communicable, and neglected tropical diseases in LMICs, and critically review principles of their epidemiology and control.	
2	To enable students to critically analyse application of global health policies and public health principles in LMICs and develop skills needed to manage health programmes in low resource settings.	
3	To develop students' knowledge of the biological details essential for identification and diagnosis of major pathogens and vectors of disease in LMICs, their epidemiology and a critical understanding of their control, elimination and eradication.	

19 Skills and Other Attributes

No.	Skill/Attribute	Module(s)	Mode of Assessing
1	To communicate ideas, knowledge, and strategies confidently and effectively	N/A	All assessments
2	To demonstrate awareness of ethical issues arising in medical practice in LMICs.	N/A	Papers 2 and 3
3	To work effectively both independently and in collaboration with others from a range of disciplines.	N/A	Paper 3
4	To take responsibility for self-managed learning	N/A	All assessments
5	To apply skills in effective time management	N/A	All assessments

20 Subject Based Learning Outcomes

A Knowledge and Understanding. Upon successful completion of the programme, a student should have developed and be able to demonstrate:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
A1	Evaluate the clinical presentation, diagnosis and management of major communicable, non-communicable and neglected diseases in LMICs, and explain principles of their epidemiology and control.	N/A	Papers 2, 3	
A2	Analyse specific health and health system challenges affecting vulnerable groups living in LMICs and choose strategies and apply programme management principles to overcome them.	N/A	Papers 2, 3	
A3	Explain and illustrate the importance of social, cultural and economic factors on planning, management, implementation and uptake of preventative and curative health services and disease control programmes in LMICs.	N/A	Papers 2, 3	
A4	Appraise major diagnostic strategies for controlling diseases of LMIC and identify relevant stages of development of important pathogens and vectors responsible for causing and transmitting human disease in LMICs.	N/A	Papers 1, 2, 3	
A5	Summarise key biological characters of major insect vectors of disease and explain their relevance in the epidemiology and control of communicable diseases in LMICs.	N/A	Papers 1, 2, 3	

B Cognitive Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
B1	Analyse, synthesise and evaluate information from a variety of sources in a critical manner; e.g., evaluate clinical practice according to national/international management guidelines.	N/A	Paper 2, 3	
B2	Apply subject knowledge and understanding in a variety of contexts to analyse and reach evidence-based conclusions on complex situations, problems and opportunities	N/A	Paper 1, 2, 3	
B3	Demonstrate creativity, innovation and originality in the application of knowledge	N/A	Papers 2, 3	

C Practical/Professional Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
C1	Identify and describe pathogens important in the diagnosis of diseases of LMICs and distinguish these from non-pathogenic organisms.	N/A	Paper 1	
C2	Identify important insect vectors of disease in LMICs	N/A	Papers 1	
C3	Lead and participate in a health professional team and personally manage clinical problems commonly encountered in LMICs.	N/A	Papers 2, 3	
C4	Devise strategies for assessing and improving community health in LMICs.	N/A	Paper 3	
C5	Design programmes, prepare action plans, and evaluate them to produce effective public health interventions for vulnerable communities and populations, including those affected by conflict and disaster.	N/A	Paper 3	

21 Career Opportunities

The programme provides excellent career development for doctors intending to work in low- and middle-income countries in clinical services, public health, research, and emergency relief programmes in association with government, NGOs and international organisations.

The programme is also directly relevant to practitioners in high income countries, particularly those involved in infectious diseases, HIV, maternal, newborn and child health, communicable disease control, travel health, emerging disease, emergency medicine, general practice and research.

Part C: Entrance Requirements

22 Academic Requirements	A recognised medical degree.
23 English Language Requirements	The programme is taught in English. Applicants whose first language is not English must normally provide evidence of an IELTS (International English Language Testing System) score of at least 6.5 with a minimum of 5.5 in all learning components, or a TOEFL (Test of English as a Foreign Language) score of at least 88 for the Internet-based Test (iBT), with minimum scores of 21 for Listening and Writing, 22 for Reading and 23 for Speaking. Tests should be in their validity period of 2 years. Other English Language Tests and country specific English Language qualifications are also accepted - a full list with details of levels required can be found on the LSTM website (http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements). Applicants who have recently completed a degree level qualification taught in a majority English-speaking country (as defined by UK Visas and Immigration (UKVI)) may also be accepted at the discretion of the Director of Studies.
24 Recognition of Prior Learning	All programmes of study will permit entry with credit attributed to previous certificated study up to a total of one third of the credits required to be awarded a Master's Degree, Postgraduate Diploma or Postgraduate Certificate.
25 Work Experience	At least 2 years' experience of professional work after qualification.
26 Other Requirements	None.

Part D: Programme Structure

27a Overview

This is an integrated, non-modular programme of training based around the three core themes of Clinical Tropical Medicine (including, maternal, newborn and child health), Tropical Disease Biology (including parasitology, microbiology, and vector biology), and Public Health and Disease Control in LMICS. It is achieved through lectures, practical lab sessions, seminars, clinical problem-based tutorials, self-directed study and case presentations. The international multi-cultural nature of the programme presents students with a variety of ethical viewpoints relevant to the provision of health care in LMICs.

Lectures, tutorials and seminars cover a wide range of communicable, non-communicable and neglected tropical diseases. Where relevant, clinical lectures are integrated with complementary parasitology, microbiology and vector biology lectures and associated practicals. Many of these also include public health aspects which, in turn, are supported by dedicated sessions on public and community health and disease control programmes.

Whole class seminars, that usually involve small group work, are conducted on malaria, HIV, TB, maternal, newborn and child health and vector biology and public health. There is also a series of small group clinical problem solving sessions. Occasionally, clinical cases and emerging or emergency health problems are discussed with colleagues overseas in LMIC setting during live Webinars. Frequent revision sessions are held, particularly in practical and laboratory skills. In addition, students have access to the teaching laboratory for personal study and revision.

Staff from a range of disciplines through the School are involved, including adult physicians, paediatricians, public health practitioners, epidemiologists and infectious disease scientists with wide experience in LMICs. Visiting lecturers from departments of the University of Liverpool, local NHS Trusts and other institutions complement the learning experience.

In addition to allocated personal study time, students are also provided with on-line information-rich preparatory modules and training videos to allow better use of contact teaching time, and to develop skills in applied problem solving.

Part E: Learning, Teaching and Assessment Strategies

28 Learning, Teaching & Assessment Strategy

This wide-ranging programme draws on the personal experience of the teachers and many of the students.

The learning and teaching strategy recognises the effectiveness of small working groups for building capacity in problem solving, analytical thinking, synthesising information from multiple sources and evaluating from different perspectives. The cosmopolitan nature of the student cohort greatly adds value to this activity.

Practical classes/sessions extend the learning experience and enable the students to develop a number of hands-on skills. They are supported with a range of demonstration materials, and overseen by experienced academic and technical staff.

An excellent specialised library and access to computers and the internet across the teaching environment provide additional learning resources.

Face-to-face learning is complemented by group work, laboratory practicals, on-line learning and revision resources. Some presentations are delivered using an on-line platform which also allows for interaction with overseas colleagues.

29 Assessment Schedule

The assessment strategy is designed to enable the student to demonstrate a range of clinical, diagnostic, biological and public health skills, including analysing, synthesising and evaluating information, and identification of important pathogens and vectors. Both formative and summative assessment approaches are used. General assessment procedures, assessment criteria and regulations are communicated to students in the DTM&H Student Handbook.

The assessments will be on-site during week 12. Note: the exam format may have to be adapted to allow remote examination when COVID-19 restrictions prevent on-site examinations.

Paper	Theme	Assessment Method	Content	Duration	Weighting
1a	Tropical Disease Biology	MCQ Parasitology & Vector Biology	45 best of five questions inc. images (pathogens, diagnostic tests). 45 marks	60 mins	15%
1b		Practical and Diagnostic Skills (Parasites)	1 Blood slide 1 Faecal sample 90 Marks	40 mins	15%
2	Clinical Tropical Medicine	Answer all short answer questions	Clinical case scenarios: clinical/laboratory data interpretation, diagnosis/differential diagnosis, management, prevention 5-8 SAQ questions 100 marks	120 mins	35%
3	Public Health and Disease Control	Answer all short answer questions	Application of Public Health principles; case scenarios; systematic reviews; study designs; data analysis 5-8 SAQ questions 100 marks	120 mins	35%

The marks for each theme will be allocated as follows

Paper 1 (30%): Tropical Disease Biology (*Paper 1a & Paper 1b*)

Paper 2 (35%): Clinical Tropical Medicine (*Paper 2*)

Paper 3 (35%): Public Health and Disease Control (*Paper 3*)

30 Pass Mark

Candidates must pass each of the three papers (Paper 1, 2, and 3)

Students who pass each assessment and achieve a combined mark of $\geq 50\%$ will be awarded a Pass

Students who pass each assessment and achieve a combined mark of $\geq 60\%$ will be awarded a Merit

Students who pass each assessment and achieve a combined mark of $\geq 70\%$ will be awarded a Distinction

31 Compensation and Resits

Students are entitled to re-sit failed paper(s) on **one** occasion only. All re-sits must take place on the same occasion. Provided a mark of 50% or above is achieved on a re-sit paper, the mark for that (those) paper(s) is capped at 50%. The overall Diploma mark is **not** capped.

32 Marking Descriptors

LSTM has generic assessment criteria applicable to all written work (below). Assessment criteria for individual assignments can be accessed by students in the module Brightspace folder

%	COMMENTS
90-100	Distinction Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent.
80-89	Distinction Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	Distinction Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	Merit Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	Pass Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	Fail Incomplete answer. Information sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	Fail Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	Fail Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar, and organisation very poor.
0-14	Fail Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.

33 Final Award and Alternative Qualifications

Diploma in Tropical Medicine and Hygiene (DTM&H)

Part F: Quality Assurance

34 Examination Process

Internal and external verification of all papers.

Structured marking schemes for written papers.

Moderation: Moderation sample to be 25% or 10 scripts; whichever is the larger and should cover the range of marks.

35 Student Representation and Feedback

Students have daily access to the Director of Studies and other teaching staff.

Academic or personal difficulties can be resolved quickly by a friendly, concerned member of staff, or through being referred for help elsewhere. The School has a Student Experience Officer who is available to help with personal problems.

Participants contribute to the evaluation of the programme and its various components throughout the programme, for example, by completion of online evaluation forms for individual teaching sessions and a final programme questionnaire.

The evaluations are made available; to the Director of Studies and Theme Leads on a weekly basis and issues arising are reported at Board of Studies (BOS) meetings, together with any additional feedback from the student representatives.

Two selected student representatives participate in meetings of BOS (usually 2 meetings per term).

Part G: Diversity and Equality of Opportunity and Widening Participation

36 Diversity and Equality Statement

The programme's design, structure and content are consistent and compliant with the Diversity and Equality of Opportunity Policy. LSTM provides a multicultural, multidisciplinary learning environment in which all students benefit from the opportunity to share diverse experiences and outlooks, supported by staff who are themselves from a variety of national and cultural backgrounds and spend significant periods of time working overseas. LSTM recognises that some students need extra help and guidance in adjusting to a new country, culture or learning environment. Accordingly, we provide a comprehensive range of relevant non-academic student support services. The Director of Studies aims to provide students with advice and support in matters related to academic work and to enable the development of independent study habits suitable for higher education. Reasonable adjustments are made to assessment for disabled students in line with the Code of Practice on Student Support and Welfare.

Part H: Status of Professional, Statutory or Regulatory Body Accreditation

37 Accreditation Status

The award of Diploma (DTM&H) is made by the Liverpool School of Tropical Medicine, based on the results of examinations held at the end of the programme. The DTM&H is recognised by the RCPs UK and numerous International bodies.

Annex: Modifications

Annex of Modifications made to the Programme - Related List of Modification

Description of Modification (Please include details of any student consultation undertaken or confirm that students' consent was obtained where this was required)	Major/Minor Modifications	Date Approved by QMC	Date Approved by Mgt Cttee	Cohort Affected
---	----------------------------------	-----------------------------	-----------------------------------	------------------------