

# Programme Specification

2019/2020

## Part A: Programme Summary Information

<b>1 Title of Programme</b>	Diploma in Travel Health		
<b>2 Programme Code</b>	DTH		
<b>3 Entry Award (s):</b>			
3a Entry Award 1	N/A		
3b Entry Award 2	N/A		
3c Entry Award 3	N/A		
<b>4 Exit Award (s):</b>			
4a Exit Award 1	N/A		
4b Exit Award 2	N/A		
4c Exit Award 3	N/A		
<b>5a Start Date</b>	September 2019	<b>5b End Date</b>	September 2020
<b>6 Frequency of Intake</b>	Bi-annually in May and September		
<b>7 Mode of Study</b>	Online		
<b>8a Applicable Framework</b>	UoL Framework for FT or PT Postgraduate Programmes		
<b>8b Exemption Required</b>			
<b>8c Exemption Approved</b>			
<b>8d Details of Exemption</b>			
<b>9 Director of Studies</b>	Philippa Tubb		
<b>10 Board of Studies</b>			
<b>11 Board of Examiners</b>			
<b>12 External Examiner(s)</b>	Sandra Grieve, RCN (tbc)		
<b>13 Professional or Other Body</b>	Being developed in conjunction with National Travel Health Network and Centre (NaTHNaC)		
<b>14 Reference Points</b>	QAA subject benchmarks for health studies: <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8</a>  The frameworks for HE qualifications of UK degree-awarding bodies: <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14</a>		
<b>15a Home/EU Fee</b>	£2,460	<b>15b Overseas Fee</b>	£2,460
<b>16 Additional Costs to the Student</b>	None		

## Part B: Programme Aims and Outcomes

### 17 Overview of the Programme

The Diploma in Travel Health (DipTH) is awarded by the Liverpool School of Tropical Medicine (LSTM) as a Professional Diploma aimed at equipping both new and experienced practitioners in the development of their knowledge, skills and competencies in travel health. The programme provides a platform for confident practice, through interactive on-line learning, an opportunity for reflection, and continuing professional development with subject specialists and peers. The course is open to registered doctors, nurses, pharmacists and travel & expedition health professionals who wish to further develop their travel risk assessment and problem-solving skills in clinical practice.

The programme has been jointly developed by the Liverpool School of Tropical Medicine (LSTM) and the National Travel Health Network and Centre (NaTHNaC) and is delivered through a series of four on-line modules, each with a corresponding summative assessment, culminating in a final on-line MCQ exam and written assessment.

The four modules are:

Travel Vaccination Principles and Practice (TVPP)

Malaria Prevention in Travel Health (MPTH)

Governance and Safety in Travel Health (G&STH)

Hazards in Travel Health (HITH)

### 18 Aims of the Programme

#### No. Specific Aim

#### Entry Award

1	To enable practitioners to develop their knowledge and skills in evidence-based travel risk assessment.	
2	To provide an opportunity for continuing professional development through interactive learning with subject specialists and peers.	
3	To develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.	

### 19 Skills and Other Attributes

#### No. Skill/Attribute

#### Module(s)

#### Mode of Assessing

1	Communicate effectively both orally and in writing.		Participation in on-line activities and discussion boards, and in the formative and summative assessments for each module. (100%)
2	Develop digital literacy skills, with the ability to retrieve information and use IT efficiently.		Participation in on-line activities and formative and summative assessments identifying and utilising appropriate on-line travel health information sources. (100%)
3	Develop reflective skills to review practice.		Participation in reflective on-line activities and formative and summative assessments and final reflective case study. (100%)
4	Demonstrate critical thinking, analytical and problem-solving skills.		Participation in on-line activities and formative and summative assessments for each module and in the unseen MCQ examination (50%) and reflective written report

			centred on a case study (50%).
5	Take responsibility for self-directed learning and manage time efficiently.		Participation in on-line activities and formative and summative assessments and final reflective case study. (100%).

## 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
	Identify the key features of travel-vaccine-preventable diseases and the basic principles of the immune response to live and non-live vaccines.	TBPP Module	Formative assessment and activities during module plus patient scenario centred on a malaria case study (choice of 2) (100%)	
	Describe the features of malaria prevention in travellers: using the ABCD approach.	MPTH module	Formative assessment and activities during module plus patient scenario centred on a malaria case study (choice of 2) (100%)	
	Describe the key governance issues in the travel health context.	G&STH module	Formative assessment and activities during module plus formal reflective written report based on a governance incident or complaint of the participant's choice. (100%)	
	Identify non-vaccine preventable health hazards related to travel and how to prevent them (excluding malaria).	HITH module	Formative assessment and activities during module plus production of a poster presentation for patients on a non-vaccine preventable health hazard topic of the participant's choice. (100%)	

**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
	Synthesise, analyse, evaluate and critically interpret information on travel health from a variety of sources.	All modules.	During modules: formative MCQs and group activities.  Summative assessment (as above) at end of each module requires in-depth reading, synthesis and analysis of recommended reading list.	

			Final summative reflective assignment.	
	Reflect on own practice and learning.	All modules.	Formative assessment. On-line pre- and post-course reflective self-assessments. Final summative reflective assessment.	
	Solve problems relevant to own professional travel health practice.	All modules.	Formative assessments and group activities during module.  Summative assessment at end of each module.  Final summative reflective assessment.	
	Solve problems relevant to own professional travel health practice.	All modules.	Formative assessments and group activities during module.  Summative assessment at end of each module.  Final summative reflective assessment.	

**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
	Ability to use on-line travel health resources and to develop knowledge and skills in carrying out travel risk assessments for individuals so that appropriate vaccines and preventative and stand-by medications are prescribed.	TVPP, MPTH, HITH	Formative and summative assessments and during group activities during module.	
	To develop skills in producing written PGDs for delivery of vaccines and anti-malarials by non-prescribers.	G&STH	Formative and summative assessments and during group activities and MCQs.	
	To develop practical skills in how to conduct and manage the travel health consultation.	HITH, TVPP, MPTH, G&STH	Formative and summative assessments during module.	

## 21 Career Opportunities

The programme is designed to enhance participants' knowledge base, experience and competencies in the field of travel health to increase employment options through the travel health specialism.

## Part C: Entrance Requirements

<b>22 Academic Requirements</b>	Qualified health care professional; including: General Nurse, or Pharmacist, or Doctor, or travel/expedition medicine Medic. For those candidates where there is a requirement to register as a qualified health care professional in their country of practice, then the candidate must also be able to provide proof of registration.
<b>23 English Language Requirements</b>	The programme is taught in English. Professional Diploma 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 within 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 ( <a href="http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements">http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements</a> ). Applicants who have recently completed a degree level qualification taught in a majority English speaking country (as defined in UK Visas and Immigration (UKVI), may also be accepted at the discretion of the Director of Studies.
<b>24 Recognition of Prior Learning</b>	Students who have already successfully completed one/two of the existing modules within the last two years, and who wish to go on to complete the diploma, will be able to submit their assignment for the completed module(s) retrospectively (at the next available assessment date) and go on to complete the remaining modules and submit for the diploma.
<b>25 Work Experience</b>	Students should have some previous experience of giving vaccinations/immunisations and ideally will have completed the national minimum standards for immunisation training for the country in which they are practising or will be undertaking this during their course of study for the Professional Diploma in Travel Health.
<b>26 Other Requirements</b>	Must have an interest in travel health and wish to extend and develop their knowledge further.

## Part D: Programme Structure

### 27a Overview

The DipTH is based around the successful completion of four core modules:

- Travel Vaccination Principles and Practice (TVPP)
- Malaria Prevention in Travel Health (MPTH)
- Governance and Safety in Travel Health (G&STH)
- Hazards in Travel Health (HITH)

All four modules plus the four summative assessments must be successfully completed over 6-15 months in order to undertake the final written assessment and MCQ exam for award of the diploma.

All components are delivered via on-line distance learning.

## 27b Timetable

The diploma is designed to be modular and flexible. Students will be able to complete the full diploma course over a minimum period of 6 months and up to a maximum of 24 months. (Extensions will be considered by reviewing individual circumstances).

Each of the four modules will run three times per year, so there is an opportunity to sit each module one after the other and submit for the diploma soon after if desired, or students can complete the four modules more slowly and submit the final diploma assessment and exam at a later date.



**27c Options**

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## Part E: Learning, Teaching and Assessment Strategies

### 28 Learning, Teaching & Assessment Strategy

The learning and teaching strategy has been designed based upon Gilly Salmon's 5 stages of on-line learning. Access and motivation, on-line socialisation, information exchange, knowledge construction and development. Students work through the different levels in the different activities during each module.

Throughout the on-line learning process, a variety of learning and teaching approaches are adopted, including video lectures, on-line individual and group activities, quizzes, problem-based learning using scenarios, discussion board topics, comprehensive reading lists, reflective practice and other activities which enable students to become self-directed learners who are able to integrate their learning to practice. A culture of reflective practice and self-evaluation is encouraged throughout.

The on-line platform provides a rich and encouraging environment in which students will acquire knowledge and skills throughout the duration of the DipTH.

The following Learning and Teaching methods are applied in combination to assist students in attaining learning outcomes:

**Formative assessment:** In the introductory block to each module, participants are given the opportunity to start a reflective diary to complete during the module and are encouraged to use their reflections to examine their own practice, professional skills and competencies and explore how they might develop their practice further. Each module also has some formative MCQs plus individual and group work activities.

In each module there are a number of keynote video lectures that introduce the subject matter for the group work activities that follow. Problem based learning through real-life travel health scenarios enable the participants to apply theory to practice.

### 29 Assessment Schedule

Assessment is based on which educational pathway the student chooses;

#### **a) Undertaking the modules for Continuing Professional Development (CPD) only:**

Formative assessment only. Certificate of attendance given for each module.

#### **b) Undertaking modules for the Professional Diploma in Travel Health:**

Undertaking all four modules with the respective summative assessments plus sitting the final MCQ exam and final written assessment. Diploma awarded.

#### **The final two summative assessments for the diploma are:**

- **Unseen examination (50%):** This 1 hour on-line MCQ examination is held twice a year. It covers both factual knowledge and application of theory.
- **Written assignment (50%):** Students complete a 3000 word reflective report centred on a case study of their choice.

The written assessment requires students to demonstrate the ability to identify and analyse a problem from a clinical perspective, appraise different options available, and select a solution appropriate to the particular context. It also requires a reflective approach to place the knowledge and skills gained on the programme within the context of future professional practice. The student has the flexibility to decide when they wish to submit for the diploma (two opportunities per year) but must submit within two years of starting their first module.

The reflective case study report is expected to take approximately 30-35 hours to complete. During this period, students have access to the on-line discussion group for all active diploma students where peer support can be accessed and if necessary tutor support will also be provided.

The reflective case study report will be submitted via Turnitin and will be (blind) double marked.

### **30 Pass Mark**

Candidates who successfully pass all four credit bearing modules (50% pass mark) and who achieve a minimum mark of 50% or above in both of the final summative assessments (MCQ exam and reflective case study report) will be eligible for an LSTM awarded Professional Diploma in Travel Health.

A grade of Distinction will be awarded for candidates achieving an overall mark of 70% or above.

### **31 Compensation and Resits**

Candidates who fail summative assessments may re-sit all those assessments on one further occasion at the discretion of the Board of Examiners.

### **32 Marking Descriptors**

0-49% Fail  
50-69% Pass  
70% and above Distinction

### 33 Final Award and Alternative Qualifications

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## Part F: Quality Assurance

### 34 Examination Process

The DipTH Board of Examiners consists of the Director of Studies (Chair), the WTC Education and Training Facilitator (course moderator), the Dean of Education, the Quality Assurance Manager, the External Examiner and all members of academic staff who have made a major contribution to the teaching and assessment of the programmes. The Terms of Reference are as follows:

- To monitor methods of assessment against set learning outcomes and programme requirements
- To ensure standards of assessment are maintained
- To assess students' performance in accordance with regulations
- To reach overall decisions concerning awards
- To make recommendations to the Board of Studies on the conduct and standards of all assessment procedures

External Examiner is responsible for ensuring that awards made by the LSTM are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining which is available at: <http://www.lstmed.ac.uk/study/quality-manual>

Further information on the assessment policies and procedures can be found in the LSTM Diploma in Travel Health Student Handbook.

Information on the purpose, method and schedule of assessment and the timescales for the submission of assessments can be found in the Programme Handbook available on the LSTM student VLE (Virtual Learning Environment) Brightspace.

### 35 Student Representation and Feedback

LSTM is committed to receiving and responding to student feedback in order to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are invited to evaluate each module upon completion via an on-line survey tool. There is also a separate evaluation form for those completing the whole diploma. There are also opportunities for ongoing informal feedback via the Director of Studies and course moderators.

## 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 LSTM Policy on Diversity and Equality of Opportunity. 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. LSTM recognises that some students need extra help and guidance in adjusting to a new learning environment. Accordingly, we provide a comprehensive range of relevant non-academic student support services via the TEL team for the duration of each module. Reasonable adjustments are made to assessment for disabled students in line with the LSTM Code of Practice on Student Support and Welfare. The fact that the course is run on-line allows students with disabilities to access the content from the own home/study/work environment on their own devices. Students can also work at their own pace during each one-week block of each module.

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

### 37 Accreditation Status

We will consider seeking accreditation from Royal College of Physicians (RCP) and the Royal College of Nursing (RCN) and the General Pharmaceutical Council (GPhC) for this Professional Diploma. This will be dependent on cost of accreditation.

## Annex: Modifications

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

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