

Programme Specification

2021/22

Part A: Programme Summary Information

1	Title of Programme	Professional Diploma in Travel Health			
2	Programme Code				
3	Entry Award (s):				
3a	Entry Award 1	Professional Diploma in Travel Health			
4	Exit Award (s):				
4a	Exit Award 1	n/a			
5a	Start Date	January and June each year	5b	End Date	flexible
6	Frequency of submission for professional diploma	Bi-annually in January and June			
7	Mode of Study	On-line only can be studied over 6-12 months (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)			
8a	Applicable Framework	LSTM regulations			
8b	Exemption Required				
8c	Exemption Approved				
8d	Details of Exemption				
9	Director of Studies	Philippa Tubb and Kathryn Nott (co-directors of studies)			
10	Board of Studies	Professional Diploma in Travel Health LSTM (Dipti Patel, Hilary Simons, Kathryn Nott, Dan Robinson, Christos Petichakis, Jo Fisher, Phil Tubb, Sandra Grieve)			
11	Board of Examiners	Professional Diploma in Travel Health, LSTM			
12	External Examiner(s)	Sandra Grieve, Travel Health Specialist Nurse, Lead Nurse Travel Health at the Royal College of Nursing. RCN Public Health Forum committee member.			
13	Professional or Other Body	Developed in conjunction with National Travel Health Network and Centre (NaTHNaC)			
14	Reference Points	QAA subject benchmarks for health studies: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8 The frameworks for HE qualifications of UK degree-awarding bodies: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14			
15a	Home/EU Fee	£ 2595	15b	Overseas Fee	2595
16	Additional Costs to the Student	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 online 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 online modules, each with a corresponding summative assessment, culminating in a final online MCQ exam and final Online Structured Knowledge Examination OSKE assessment.

The four modules (in order) are:

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

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 online 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 online activities and formative and summative assessments identifying and utilising appropriate online travel health information sources. (100%)
3	Develop critical reflective skills to review practice		Participation in reflective online activities within the modules and formative and summative assessments (100%)
4	Demonstrate critical thinking, analytical and problem-solving skills		Participation in online activities and formative and summative assessments for each module and in the unseen MCQ examination (40%) and final OSKE assessment centred on a case study (60%)
5	Take responsibility for self-directed learning and manage time efficiently.		Participation in online activities and formative and summative assessments and final OSKE assessment 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: by the end of the professional diploma course, participants will be able to: **Module(s)** **Mode of Assessing** **Entry Award**

1.	Identify the key features of travel-vaccine-preventable diseases and the basic principles of the immune response to live and non-live vaccines	TVPP Module	Formative assessments and activities during both TVPP and MPTH modules <u>plus</u> a summative assessment after completion of these two modules, which is a patient scenario centred on a vaccination/malaria case study (choice of 2) (100%)	Professional Diploma in Travel Health
2.	Describe the features of malaria prevention in travellers: using the ABCD approach	MPTH Module		Professional Diploma in Travel Health
3.	Identify non-vaccine preventable health hazards related to travel and how to prevent them (excluding malaria).	HITH module	Formative assessment and activities during module <u>plus</u> an Online Structured Knowledge Examination (OSKE) related to health prevention advice only undertaken through an online consultation scenario – (choice of 2) (100%)	Professional Diploma in Travel Health
4.	Describe the key governance issues in the travel health context.	G&STH module	Formative assessment and activities during module <u>plus</u> formal reflective written report based on a governance incident or complaint of the participant's choice (100%)	Professional Diploma in Travel Health

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

No.	Learning Outcome: by the end of the professional diploma course, participants will be able to:	Module(s)	Mode of Assessing	Entry Award
1.	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 modules requires in-depth reading, synthesis and analysis of recommended reading list. Final summative OSKE assessment	Professional Diploma in Travel Health
2.	Reflect on own practice and learning	All modules, but in particular GSTH module which includes a critically reflective element as part of the assignment	Formative Assessment: On-line pre- and post-course reflective elements. Evidence of critical reflection and self-questioning included as part of marking rubrics for the combined TVPP and MPTH assignment. Written assessment for GSTH module includes evidence of self-questioning, evaluation, analysis and critical reflection	Professional Diploma in Travel Health
3.	Solve problems relevant to own professional travel health practice	All modules	Formative assessments and group activities during modules Summative assessment at end of modules 1&2 (combined assessment), 3 and 4. Final summative OSKE assessment.	Professional Diploma in Travel Health

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
1.	Ability to use online travel health resources and to develop knowledge and skills in carrying out travel risk assessments for individuals so that appropriate vaccines and preventative and standby medications are prescribed	TVPP, MPTH, HITH	Formative and summative assessments and during group activities during module	Professional Diploma in Travel Health
2.	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	Professional Diploma in Travel Health
3.	To develop skills in analysing complaints and incidents in travel health practice so that lessons may be learnt and applied to practice	G&STH	Formative and summative assessments and during group	Professional Diploma in Travel Health

			activities and MCQs	
4.	To develop practical skills in how to conduct and manage the travel health consultation	HITH, TVPP, MPTH, G&STH	Formative and summative assessments and during the group activities and discussion boards	Professional Diploma in Travel Health
5.	To develop practical skills in incorporating health promotion within the consultation and through the production of written materials for patients	HITH	Formative and summative assessments during module and through the module assignment which is an OSKE – an online consultation with a pretend traveller	Professional Diploma in Travel Health

21 Career Opportunities

This 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

22 Academic Requirements	Registered health care professional; including: General Nurse, <u>or</u> Pharmacist <u>or</u> Doctor <u>or</u> Qualified travel/expedition medicine Medic, including dentists. Candidates should have basic competence in administration of vaccinations and /or intramuscular injections. 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.
23 English Language Requirements	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 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 (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	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.
25 Work Experience	Students must have some previous experience of giving vaccinations/immunisations and should 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.
26 Other Requirements	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, which in order are:

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

All four modules plus the four summative assessments must be successfully completed over 6-12 months in order to undertake the final OSKE assessment and MCQ exam for award of the diploma.

All components are delivered via online distance learning.

27b Timetable

The diploma is designed to be modular. 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 twice 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 with the next cohort. Students do need to start the course at module 1 (TVPP) and work their way through the modules in order, (they can no longer join part way through). Students can suspend studies but would have to re-join with the next cohort.

27c Options

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 online 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 online learning process, a variety of learning and teaching approaches are adopted, including video lectures, online 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 critically reflective practice and self-evaluation is encouraged throughout.

The online 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: Within each module, participants are given the opportunity to reflect during the module and are encouraged to use their reflections to critically 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 online structured knowledge examination (OSKE) assessment. Professional Diploma awarded.

The final two summative assessments for the diploma are:

- **Unseen examination (40%):** This 1 hour online MCQ examination is held twice a year. It covers both factual knowledge and application of theory.
- **OSKE assignment (60%):** Students complete an OSKE, centred on a complex case study (choice of 2 – assigned by examiner one week before examination date).

The final OSKE assessment requires students to demonstrate use of appropriate risk assessment tools and make vaccination, malaria chemoprophylaxis and health prevention recommendations, appropriate to the particular context. It also requires the individual to demonstrate how they would communicate effectively with the traveller, ensuring that information is delivered at the traveller's level of understanding. 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. One tutor acts as the 'traveller' and one tutor observes and makes notes for the final OSKE assignment. Once the OSKE is completed, Tutors then discuss the content of the consultation and assign marks against the rubric.

Preparation for the final OSKE assignment is expected to take approximately 28 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.

30 Pass Mark

Candidates who successfully pass all four credit bearing modules (50% pass mark, and must pass specified criteria on each assignment) and who achieve a minimum mark of 50% or above in both of the final summative assessments (MCQ exam and OSKE) 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 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

Part F: Quality Assurance

34 Examination Process

The DipTH Board of Examiners consists of the two Co-Director of Studies (one of whom will Chair), the Director of NaTHNaC, Senior Specialist Nurse (Travel Health) NaTHNaC, The Academic Staff Developer (who is the Internal Examiner), The Academic Registrar, (or their representative), the Quality Assurance Manager, the External Examiner and 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

The 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 Professional 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 Co-Directors 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 online allows students with disabilities to access the content from their 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. Additional 1:1 sessions are offered to students who require any extra support

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

37 Accreditation Status

Decision was taken (based on cost) not to accredit this course externally via a Royal College. The course has been jointly developed with NaTHNaC an external public health body and this link is significant to the course.

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
MPTH assessment rubric and brief updated and amended – combined with TVPP to make one assignment instead of two. (Assignment is now 1x 2800-word essay, instead of 2 x 2000-word essays)	Major			7 onwards
TVPP assessment rubric and brief updated and amended– combined with MPTH to make one assignment instead of two. (Assignment is now 1x 2800-word essay, instead of 2 x 2000-word essays)	Major			7 onwards