

## PROGRAMME SPECIFICATION

### Master of Science and Postgraduate Diploma in One Health (Infectious Diseases) 2018-19

<b>1. Awarding institution</b>	The Royal Veterinary College
<b>2. Teaching institution</b>	The Royal Veterinary College (University of London)
<b>3. Programme accredited by</b>	
<b>4. Final award</b>	Master of Science and Postgraduate Diploma
<b>5. Programme Title</b>	One Health (Infectious Diseases)
<b>6. Date of First Intake</b>	<i>September 2013 (MSc)</i> <i>September 2014 (Postgraduate Diploma)</i>
<b>7. Frequency of Intake</b>	Annually in September
<b>8. Duration and Mode(s) of Study</b>	Full time - one academic year or part-time - 2 academic years.
<b>9. Timing of Examination Board meetings</b>	Twice a year in July and September
<b>10. Date of Last Periodic Review</b>	N/A
<b>11. Date of Next Periodic Review</b>	<i>Not anticipated before 2018</i>
<b>12. Entry Requirements</b>	<p>Entry to the course will be open to graduates with a University degree in a subject appropriate to the course of study, or a qualification in human or veterinary medicine, and a degree which is acceptable to University of London or for intercalating students, to have completed 360 credits and obtained an overall average of 50% or above. The requirements for this course will be in line with those already in place for other MSc courses at the two institutions. Any applicant who does not meet the minimum entry requirements above but who has relevant professional experience may still be eligible for admission at the discretion of the Course Directors.</p> <p>The course demands an excellent understanding of both written and spoken English language, including scientific usage and comprehension. Applicants whose first language is not English will be required to provide evidence of proficiency. They will be required to achieve an overall score of 7.0 in IELTS with a minimum of 6.5 in each sub-test; or a TOEFL score of at least 93 (internet-based test with no element below 23). Any current discrepancy between the requirements of each college will be resolved by the higher standard procedure being applied.</p> <p>Entry of students with exemptions is possible provided that the RVC APL procedure is used.</p>
<b>13. UCAS code</b>	N/A
<b>14. JACS Code</b>	D330
<b>15. Relevant QAA subject benchmark group(s)</b>	N/A

## 16. Reference points

N/A

## 17. Educational aims of programme

**Aim:** To provide a comprehensive foundation in the principles of One Health as defined in the first module as they apply to infectious diseases.

The main objectives of the course are to demonstrate learning and understanding in the following areas:

- Interpretation of the One Health concept and what it may mean in different contexts
- One Health approach to complex disease issues using systems thinking, a trans-disciplinary approach, apply concepts in order to address multi-faceted problems
- Disease ecology, evolution and emergence, the drivers of and impact of disease (social, economic, biological, demographic, ecological); Disease control or prevention options
- The necessary cognitive skills (such as planning, logic and reasoning, comprehension) and scientific skills, including critically reviewing scientific literature, and design and analysis of laboratory and/or field studies
- Key skills such as application of teaching theory, communication and networking skills, information gathering, statistical numeracy, problem solving and integration of knowledge, ethics and values.

Term one

The course will start with an introductory module which is not assessed but aims to ensure all students start on the assessed components of the course with the generic skills and information that they will need. Early recognition during this module of any deficiencies in students' knowledge will enable course leaders and the students to take appropriate action. Module 1 (Foundations of One Health) then sets the scene of One Health and introduces students to the main concepts.

Modules 2 and 3 (Introduction to Disease Agents for One Health; and Infectious Disease Emergence) will then lead students through current One Health disease issues using appropriate examples to illustrate principles of disease transmission, diagnosis and control (module 2) and similarly with emerging diseases (module 3). Problem Based Learning (PBL) sessions will encourage generic One Health skills such as team working and communication. Running alongside modules 1, 2 and 3 is module 4 (Introduction to One Health Epidemiology and Surveillance) which will teach students the necessary epidemiological principles that can be applied to disease investigation and control. Module 4 case studies will use diseases/situations from modules 1, 2 and 3 to allow direct and relevant application of methods to situations.

Term two

Module 5 (Economics of One Health) will provide students with the skills to assess the economic impact of diseases and strategically placed tutorials make use of the diseases discussed in term 1 to illustrate the economic impact of disease. Specific sessions will focus on the economic impact of the control of diseases. Students will be encouraged to apply the concepts taught to diseases previously discussed.

Module 6 (One Health Skills Development) will build on the learning in term 1 (modules 1-4) to focus on One Health skills; systems thinking and managing disease complexity, communication and whole of society engagement impacting behavioural change and interdisciplinarity including ethics, environment and moral dilemmas, syndemics and promotion of resilience. Module 7 (Medical Anthropology and Public Health) will expand on the epidemiological concepts taught in module 4 and evaluate them from an anthropological perspective. Additionally students will learn anthropological approaches and concepts and evaluate their role in One Health disease settings.

Module 8 is elective requiring a choice between four different modules taught at LSHTM as follows:

8.1 Vector Biology and Vector-Parasite Interactions will offer the opportunity to develop a more comprehensive understanding of epidemiology of vector borne diseases. Through practical entomological techniques students will develop and critically evaluate methodologies that can be applied to the control of vector borne diseases; 8.2 Environmental Epidemiology will emphasise the importance in the development paradigm of the environment in health, expanding on the impacts of landscape and climate change, urbanisation and industrialisation and how this creates exposure to pollutants, waste and other disease threats, and concentrating on environmental epidemiological methods. Environmentally-derived infectious disease will be covered for the One Health MSc students; 8.3 Epidemiology & Control of Communicable Diseases module will provide more in depth material on epidemiology from a human perspective and enable One Health students to compare and contrast methodologies learned from veterinary epidemiological science. 8.4 Globalisation and health. Globalisation is a significant driver of modern health challenges and this module will focus on these in greater depth providing empirical evidence of the links between global change and health, and the methodological tools available to measure such links with case studies.

## **18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.**

### **A. Knowledge and understanding of:**

- The concept, principles, functions and processes of a One Health trans-disciplinary approach
- Fundamentals of disease ecology, evolution and emergence, including vector biology and vector-parasite interactions, resilience, syndemics, risk factors and disease drivers at the interface between people, animals and the environment
- Concepts of epidemiological investigations: One Health surveillance, monitoring and outbreak investigation and basic statistical methods used
- One Health skills
- The use of economic methods in One Health
- Medical anthropology
- Globalisation and health

### **B. Cognitive skills:**

- Reflection and self-evaluation
- Logic and reasoning
- Values and ethics
- Concentration and perception
- Systems thinking

### C. Practical skills:

- Demonstrate scientific skills, including critical review of the scientific literature
- Use decision making skills and simple models to analyse One Health problems at local and national level
- Reflective writing
- Critical appraisal of techniques and methods that are available to do One Health
- Analyse qualitative and/or quantitative data on One Health interventions and report conclusions
- Systems approach and trans-disciplinary thinking

### D. Key skills:

- Development of independent learning, taking responsibility for own studies. Reflectively evaluate and manage own learning and personal planning processes
- Understanding own strengths and weaknesses and applying appropriate measures for successful learning in an isolated study situation
- Becoming a reflective self-manager, by taking a systematic, analytical, strategic and reflective approach to tasks
- Information gathering and analytical skills to make own judgements about ideas and knowledge
- Time management and organisational skills
- Communication and language skills
- Information technology skills

### Teaching/learning methods

Teaching, learning and assessment activities are aligned to ensure the objectives of the course are clearly defined and that students have the opportunities to achieve these outcomes. Topics within each module help to establish the theoretical knowledge base and assessment activities are designed to enhance the learning process and help students to measure their own progress. All teaching, learning and assessment activities are designed to help students become actively involved in their learning and provide tools for them to identify and manage their learning to achieve the learning objectives to the best of their ability.

We recognise that each student's learning requirements are different and that they will change as they progress through the course. At the start of the course, students are given structured guidance and learning support in particular on reflective practice to enable them to become reflective practitioners. This will be achieved via PBL methods and discussion groups. The tutors will provide feedback and hints for improving performance and learning. Discussion and sharing of learning points with others on the course is encouraged to help each learner develop his or her own understanding of the content.

As students' progress through the course, there will be increasing reliance on student-centred modes of learning, which will encourage and facilitate independent study both in individual and team environments. This will help foster the development of a professional approach to lifelong learning.

### Specific Teaching and Learning Activities for face to face delivery:

Each module will consist of a series of seminars/lectures/practicals. In each module teams of students will use single disease case studies but in the broadest context of multiple hosts and considering environmental factors and drivers in order to develop trans-disciplinary methodologies and a systems approach. This foundation will be built on in subsequent modules such that by the end of the course, students will understand the tools available from different specialist areas and how best to use integrative approaches to address disease issues in a variety of situations. To support the approach the following will be included:

1. All modules will have formative assessment – either mock open book exams (OBE) exams, reflective writing or other writing/presenting exercises
2. PBLs will be used throughout the course to facilitate inter-personal skills and team working in addition to deep and independent learning
3. Tutor and Peer observation of presentations and critical appraisal by tutors and peers (using online resources) as well as critical appraisal of peers
4. Work-Based Directed tasks
5. Literature-based research
6. Self-directed and independent study

Teaching and learning theory will be incorporated throughout the course to provide insight into how these may impact the student experience and how these can be utilised in different situations.

#### ***Support and guidance:***

Students will be guided by tutors providing both a pastoral and academic input. Pastoral and academic tutorials will occur at least twice a term in the first 2 terms. Additional tutorials may be arranged where special needs arise in term 3.

#### ***Materials provided:***

All study materials will be provided as:

- Student handbook on RVC Learn
- Lecture notes as PDFs on RVC Learn
- Appropriate reading lists
- Relevant publications (copyright permitting)

### **Assessment**

Assessment methods will be designed to assess a range of skills including, but not limited to, trans-disciplinary working, team and individual work, integration of knowledge and deep learning skills. All assessment tasks will be aligned to the module learning outcomes and will monitor integrative and extended understanding of the subjects. Assessments may include presentations, essays, written and oral (verbal) examinations and approaches to practical scenarios.

Formative assessment activities are designed to enable students to assess their progress and help them identify and plan their further learning needs: dialogue between the student and their tutor/lecturers and peers together with discussion in the classroom, provides individualised feedback to help reinforce good practice and importantly, help show where and how work can be improved.

Summative assessments are used at the end of each module. Assessment methods for modules 2, 3 and 4 are different, and the timelines are staggered, to reduce the impact of these 3 modules concluding in the same week. One Health principles will be assessed before the research project is started to ensure that students demonstrate the baseline competencies required from the range of knowledge, skills and attitudes necessary. The following assessment methods are used:

- Formative and summative Open Book Examinations (OBE)
- Presentations and reports
- Reflective and evaluative essays
- Academic writing
- Research methodology
- Problem solving exercises

## 19. Programme structures and requirements, levels, modules, credits and awards

### **Course structure**

The MSc consists of eight modules of 15 credits each, plus a compulsory research project (60 credits – 54 credits for Literature review and Research project, and 6 credits for Oral Examination). Credits awarded to this programme will be CATS credits (Credit Accumulation and Transfer System). The Diploma consists of the same modules (8 of 15 credits each) but there is no requirement to complete the Research Project.

The MSc consists of the following modules:

Foundation module: Induction and One Health Orientation (1 week) (not assessed or credit-rated)

Eight credit-rated modules (15 credits)

Module 1 Foundations of One Health, core module (RVC with input from LSHTM)

Module 2 Introduction to Disease Agents for One Health, core module (RVC and 3125 IDAC LSHTM)

Module 3 Infectious Disease Emergence, core module (RVC)

Module 4 Introduction to One Health Epidemiology and Surveillance, core module (RVC)

Module 5 Economics of One Health, core module (RVC)

Module 6 One Health Skills Development, core module (RVC with input from LSHTM)

Module 7 Medical Anthropology and Public Health, core module (LSHTM, 1802)

Module 8 Choice of elective module, from:

Environmental Epidemiology (LSHTM, 1301)

Epidemiology & Control of Communicable Diseases (LSHTM, 2437)

Globalisation & Health (LSHTM, 1503)

Vector Biology and Vector - Parasite Interactions (LSHTM, 3166)

### **Estimated study hours overall:**

1,800 notional learning hours (180 UK credits at Masters level). 1,200 notional learning hours (120 UK credits at Diploma level).

The format of the course will follow that of RVC MSc courses, where there are 8 modules in total (4 each in terms 1 and 2), each with credit equivalence of 15 credits, and a project worth 60 credits.

Each module of 15 credits is expected to take 150 notional study hours. This will include:

- lectures and PBL sessions
- independent study using self-directed study materials and associated readings
- developing assessed work
- participating in discussions.

## 20. Work Placement Requirements (BVetMed and FdSc only)

N/A

## ASSESSMENT

See Modular Assessment and Award Regulations for PGDip and MScs