MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	3187
Module Title	Clinical Virology
Module Organiser(s)	Dr David Allen, Victoria Miari
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100345:100265:100948 (1:1:1)
Term of Delivery	Term 2
Mode of Delivery	For 2022-23 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning), plus face-to-face laboratory classes.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	This module is a natural progression for students who have taken the Bacteriology & Virology module during the autumn term. Students who have not taken this module should be aware of the large practical component of this module that builds on areas covered during the Bacteriology & Virology module. Students are welcome to contact the MO to discuss the module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	20 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for students who wish to understand the principles of clinical virology and to be introduced to diagnostic laboratory practice and management. This module is a natural progression for students who have taken the Bacteriology &

	Virology (3121) module during Term 1 and will complement the Clinical Bacteriology modules in Term 2 – C2 & D2.
Module Description	This module provides a review of the aetiology, pathogenesis, epidemiology, diagnosis, control and therapy of human viral infections of clinical importance. Teaching and learning on this module combines lectures, classroom-based learning and laboratory practical teaching.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot C1
Last Revised (e.g. year changes approved)	August 2022

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Medical Microbiology	Recommended Option
MSc Tropical Medicine & International Health	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide a review of the aetiology, pathogenesis, epidemiology, diagnosis, control and therapy of human viral infections of clinical importance.
Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Demonstrate knowledge and understanding of pathogenetic, diagnostic and therapeutic aspects of clinical virology; 2. Demonstrate understanding of the role of viral infection within the hospital environment and evaluate different methods of infection control; 3. Perform various clinical laboratory procedures including specimen processing, isolation, identification of viral pathogens; 4. Demonstrate understanding of quality control as well as appropriate workflows for laboratory testing; 5. Evaluate recent molecular and immunological research developments that have important implications on the pathobiology, clinical management and laboratory diagnosis of virus infections.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • **Lecture topics:** respiratory infections, gastrointestinal infections, congenital infections, antiviral agents and therapy, childhood infections, HIV diagnosis & management, emerging viral infections, the discovery & pre-clinical development of Relenza, and diagnostic laboratory Quality Assurance and Health & Safety issues. • **Practical sessions:** enzyme immunoassay (EIA), serology- and microscopy-based applications for diagnosis, PCR-based applications for diagnosis, an infection control exercise and applications of immunofluorescence for diagnostics.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	48	32
Directed self-study	26	17.33
Self-directed learning	26	17.33
Assessment, review and revision	50	33.33
Total	**150**	**100**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy
The module consists of online lectures and on-campus practical sessions, and clinical case review-based sessions.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA. The assessment for this module will take place face-to-face under examination conditions, unless restrictions are imposed which restrict access to the LSHTM buildings, in which case the assessment will be transferred to an online format. Students will sit a two-hour written examination covering all aspects of the module. The written examination will consist of short notes questions.

Summative Assessment

Assessment Type	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Timed Test	2 hours	100	1 – 5

Resitting assessment
Resits will accord with the LSHTM's Resits Policy For individual students resitting there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Timed Test	Coursework	The task will be a coursework assessment consisting of 4 short essay questions. Short essay titles will be provided in early September.

Resources

n/a

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.