BITESIZE
NEW STUDENTS GUIDE 2017

Distance Learning Edition

PRACTICAL ADVICE AND SPECIAL FEATURES TO SINK YOUR TEETH INTO
Passionate about the School? Share your experiences and encourage future distance learning students to join us by becoming one of our student ambassadors.

Role includes: connecting with prospective students; contributing to our website, publications and social media; and participating in student focus groups.

Find out more and apply: www.lshtm.ac.uk/study/ambassadors-distance

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While you wait for your studies to begin, why not sign up for one of our free online courses? The latest courses include:

- **Health in Humanitarian Crises**
  Discover the health needs of those affected by humanitarian crises, challenges of delivering healthcare and what we must do next.

- **A History of Public Health in Post-War Britain**
  Understand where public health has come from, why it looks the way it does today and where it might go next.

- **Eliminating Trachoma**
  Discover how communities and experts are joining together to end trachoma disease across 42 endemic countries by the year 2020.

- **Preventing the Zika Virus: Understanding and Controlling the Aedes Mosquito**
  Get a better understanding of the origins of the Zika virus, its effect on individuals and how it can be controlled.

Register now at www.lshtm.ac.uk/study/freeonlinecourses

Don't forget to join our LSHTM Distance Learning Students Facebook group. Join the hundreds of current and future distance learning students getting to know each other, asking questions and sharing advice: facebook.com/groups/LSHTM.distance.students

Contents

4 **Offer received! What happens next?**
Steps to take now you’ve earned your offer

6 **Our global community**
We have distance learning students based all around the world. Find out where they are!

8 **The School and University of London**
Check which institution you should contact for different questions

9 **Read all about it**
The latest research and news from the School

10 **The steps along the journey**
Former student Jillian shares her story of two memorable years at the School

12 **Interview with a blended learning student**
We chat to current student Maria about her time in London

13 **Meet your fellow students**
Discover where our students are working and how their studies are helping

The bed bug crawling through this magazine is one of the eight gilded vectors of disease that adorns our Keppel Street building. It has gathered vital information from our website and is transmitting it straight to you in bitesize form...
Offer received!

What happens next?

Gaining your offer for one of our distance learning programmes is a tremendous achievement, so congratulations to you! Now you’ll want to make sure you are fully prepared for the start of your programme, so you can use this guide to keep track of everything.

How do I register for my programme?
When registration opens, you will be given access to the University of London International Programmes Student Portal. From the Portal, you will be able to register for your programme and modules you are taking and update your personal details.

How do I pay my tuition fees?
You can pay online by credit or debit card. If you would prefer or are only able to pay offline, check the University’s guide to alternative payment methods. If your fees are being paid by a sponsor, you will need to provide the details of your sponsor when registering so they can be invoiced.

Do I need to pay the entire programme fee?
If you are taking the PG Certificate, PG Diploma or MSc you can either pay the initial registration and full programme fee, or the initial registration fee and the fees for modules you intend to study during your first year. It is not possible to pay and register for modules throughout the study year.

What happens after I register?
Once your registration is confirmed, and from the beginning of October, you will be able to access the virtual learning environment Moodle, the School’s Library & Archives Service resources and the Assignment Management System. In addition, you will be issued with a University of London student email account.

When do I begin my studies?
From the beginning of October, you will be able to access all the study materials necessary to begin your programme. Our distance learning programmes are designed to be very flexible so you will be able to study at your own pace and at times that are convenient to you. Once you have access to your study materials, you can develop a study plan to fit in with your other commitments. You will be notified in good time if there are any ‘real-time’ online sessions you need to attend.

How is the programme taught?
Our distance learning programmes are predominantly computer-based with students using interactive methods within the teaching and learning materials. You will be encouraged to complete assignments which help you monitor your progress throughout your studies.

When are the examinations?
Examinations take place once a year in June and are normally held in your country of residence. There are approved examination centres in over 180 countries worldwide and you can find details of your nearest centre with the University of London’s guide. You will need to pay an additional fee to your local centre in addition to the examination entry fee. The deadline for registering for examinations is usually in early February.

How long will my programme take to complete?
Individuals differ as to how quickly they wish to complete their programme, and in the expertise they already have, so it is difficult to be precise about how many hours you require for your study. There is a minimum registration period of one year for the PG Certificate and two years for the PG Diploma/MSc, and a maximum time of five years for all programmes.

How many hours per week will I need to study?
For most students a reasonable expectation would be to study for approximately 15 hours per week to complete the MSc in three years. Some students complete the MSc in two years but this timescale can be quite challenging and it is worth noting that the structure of the programme is such that the workload in the second year would be higher than in the first.

What study materials will I receive?
All of the essential materials, including study guides, CD-ROMs, selected textbooks and readings, are supplied. We also encourage you to read more widely around the subjects you are studying in order to enhance your understanding and get the maximum benefit from your programme. All modules have a Module Specification which provides an at-a-glance source of key information about the module such as the module objectives and resources provided.

When will I receive my study materials?
Where a module sends out hard copy materials, you should receive these by early October provided you have completed registration for the module in September. You will be informed if there are any changes or delays in sending out study materials. If you do not receive study materials when you are expecting them, you can contact University of London International Programmes via the Help desk or the ‘Ask a Question’ facility in the Student Portal.

Can I defer my study?
If you are struggling to find time to study a particular module, you can simply re-register for it the following September to resume your study. There is no fee for doing this, and you will automatically receive any updated study materials.

For more frequently asked questions, visit our new distance learning students pages.

Checklist: what do I need to study?
All materials that are essential to complete your programme will be provided. However, you will need to have regular access to a computer and the internet to access the Student Portal, Moodle and the School’s online library. Depending on your programme, you may also need:
- A PDF reader
- JavaScript
- Cookies enabled
- A scientific calculator
- A headset/microphone

For more information, please see the University of London’s guide to alternative payment methods.
Find other students near to you

Our global community

This map shows the number of current distance learning students from each programme living in different regions of the world.

Key
- Clinical Trials (CT)
- Demography & Health (DH)
- Epidemiology (E)
- Global Health Policy (GHP)
- Infectious Diseases (ID)
- Public Health (PH)
- Pharmacoeconomics & Pharmacovigilance (P&P)

Find other students near to you

Our distance learning students are based in 150 different countries. Find out if there are other students in your country, city or even village by joining our Facebook group:
facebook.com/groups/LSHTM.distance.students
Keppel Street & Tavistock Place

Keppel Street & Tavistock Place is the School’s main building on Keppel Street, right next to Senate House, since 1926. This iconic building is located in the Bloomsbury area of London. It is 210 feet high and is often called “London’s first skyscraper” by the press. The building housed the Ministry of Information during WW2 and is reputed to be the model for George Orwell’s Ministry of Truth in his novel Nineteen Eighty-Four. The International Programmes team is based in the Bloomsbury area of London. Built between 1932 and 1937, this 210 foot high building was also known as the “London’s first skyscraper.”

Senate House

The University of London’s administrative headquarter can be found in Senate House, in the Bloomsbury area of London. It was built before 1932 and 1937, this 210 foot high building was called “London’s first skyscraper” by the press. The building housed the Ministry of Information during WW2 and is reputed to be the model for George Orwell’s Ministry of Truth in his novel Nineteen Eighty-Four. The International Programmes team is based in nearby Stewart House.

University of London International Programmes

Administrative or financial queries can be sent to the University via the Ask a question tab in the Student Portal or via the online enquiry form. The support team can help you with:

- module registration and transfer between programmes
- paying fees
- despatch and delivery of study materials
- examination entry or notification of results
- special examination arrangements and considerations
- degree & diploma certificates and provision of transcripts

The School and University of London

The School and University of London's distance learning programmes are run in collaboration with the University of London International Programmes. There will be times when you have a question or a problem which needs attention and you need to know which institution to contact.

Queries before you register can be sent to the School or University of London. The School's programme support teams are able to answer questions on topics including:

- School’s programme support teams
- Academic & Tropical Medicine
- The London School of Hygiene & Tropical Medicine
- Technical issues with study materials and software
- Advice regarding how to complete or submit assignments
- Programmes and module deadlines
-能达到 questions on topics including:

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Simple treatment could save lives of mothers worldwide (April 2017)

An inexpensive and widely available drug could save the lives of one in three mothers who would otherwise bleed to death after childbirth, according to a major study coordinated by the School and published in The Lancet.

Ebola vaccination trial launched in West Africa (April 2017)

A large clinical trial of candidate Ebola vaccines has been launched in West Africa by the PRESVAC international research consortium, which includes the School. The study aims to identify vaccination strategies with the most promise to protect people from contracting the Ebola virus.

Grant to strengthen TB prevention and care decision-making (March 2017)

A project that supports global health policy-makers to make decisions on tuberculosis prevention and care through improved availability and quality of TB modelling evidence will continue for a further three years, thanks to a £2.5 million grant to the School from the Bill & Melinda Gates Foundation.

Modern housing may reduce malaria risk (February 2017)

A study by the School and University of Oxford found that modern houses with metal roofs and finished walls may reduce the risk of children in sub-Saharan Africa contracting malaria. The study collected data from 21 countries and is the most rigorous evaluation of the association between improved housing and malaria risk to date.

Sunlight could reduce chances of near-sightedness (December 2016)

Teenagers and young adults could reduce the risk of developing near-sightedness by spending more time outdoors. Astrid Fletcher and colleagues revealed ultraviolet B light exposure was associated with a reduced risk of myopia.

In other news...

We’re number 1!

The School was awarded the prestigious Times Higher Education ‘University of the Year’ award in recognition of its response to the Ebola epidemic. We have also been named first in the world for tropical medicine, as well as placing in the top 10 for parasitology, infectious diseases, public health & occupational health and biomedical social sciences by the Center for World University Rankings.

Recent research and news from the School making headlines around the world

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Confidence in vaccines varies worldwide (September 2016)

The largest ever global survey of vaccine confidence mapped attitudes across 67 countries. The research, led by Heidi Larson, found that public confidence in vaccines varies widely between countries and regions, with the European region the most sceptical about vaccine safety.

Connection between Zika and microcephaly confirmed (September 2016)

Zika virus infection in pregnant women was proven to cause microcephaly in newborn babies, according to findings from the first case-control study carried out in Brazil by researchers including Laura Rodrigues. Meanwhile, mathematical modellers at the School have analysed previous outbreaks to better understand the transmission dynamics of Zika; and researchers in vector biology and mosquito-borne diseases have provided guidance on control strategies.

Health risks for migrant workers (August 2016)

A report led by Cathy Zimmerman showed that migrant workers face similar labour exploitation, occupational risks and harm due to terrible living conditions as those experienced by people who have been trafficked. The report focused on the sectors of textiles, mining and construction in Argentina, Peru and Kazakhstan respectively.

The effects of rugby on brain health (June 2016)

Working with the Rugby Football Union, Neil Pearce launched a major study to examine the possible long-term effects of the game on brain health. Former England international rugby players are being recruited for the research to provide insights into the potential neurocognitive risks.
The steps along the journey

Jillian Kowalchuk from Canada studied the MSc Public Health. Here, Jillian remembers her time as a distance learning student at the School from the moment she discovered her passion for public health to her current exciting roles.

My path into public health has been a winding one. With the many routes I’ve taken, the pattern only emerged once I was able to reflect on the whole journey. A few years ago, I didn’t know public health existed as a field, let alone a career choice I would pursue. At a young age I lost several close family members, including my Mother, which made me determined to dedicate my life to a field I could be passionate about and fulfilled by; but this experience also left me feeling lost in where to begin.

After finishing my degree in psychology, I knew some answers to this puzzle, including that I needed to be equipped with meaningful technical skills to positively impact and help others. I decided the best course of action was to immerse myself in a multitude of fields to gain invaluable life experiences, travel the world and ultimately to learn about myself and find my dream career.

I experimented in various fields and countries spanning from social work in New Zealand, makeup artistry in Australia, teaching in Japan, to business analysis in Canada. When I shared my experiences with one of my best friends, an alumna of the School, she passionately told me about her research and work on global infectious disease projects and what an impact it had on those communities. Suddenly, the answer I had been looking for seemed so apparent.

I became consumed with finding out more about public health, while speaking to others in the field. Even though my past jobs seemed disconnected there were elements of public health in all of them. I looked into a few MPH degrees but I had my mind set on the School because I believed it was the best partnership to formulate my success in the field. I was at a large family reunion when I got the news I had been accepted. I can’t think of a better place to be as my family was so proud of me, especially being the first of the generation (there are 46 first cousins) to get into a Master’s program. The distance program was the only financially viable option, but I also had found work at a public health consultancy where I could apply the knowledge I was learning.

As soon as I returned from holidays, I began preparing for the two intense years ahead. I had to arrange finances, time off at my workplace, research how to succeed in a graduate degree and even more so how to do this remotely. I needed to make myself known to the School and University of London, but also looked to external resources, including Khan Academy, Mind Map, Quizlet and Anker. I watched documentaries, read articles and listened to debates to crystalize concepts and develop more constructive thoughts. Parallel to in-person classes, the distance learning engagement and resources provided varied from class to class, so it is best to equip yourself with as many tools you can to draw from.

However, there are always committed distance learning staff to make the program better, so sometimes all you have to do is ask. For example, I requested one in-house lecture recording be made available and within weeks they posted online. These proactive and creative approaches to my learning were just as important as my engagement with the required materials and people.

These lessons were reiterated in my second year when I was accepted into the blended learning program. It felt like a dream at times to be in London and walking in the footsteps of public health legends that transformed the lives of millions. I metaphorically pinched myself, especially when having the privilege to engage and collaborate with brilliant professors and students from all over the world.

After this rewarding and intense experience, I circled back to Canada and completed my final exams before electing to complete a research internship in Uganda, while awaiting my thesis project results. When graduation time reached, I felt a tremendous sense of joy and accomplishment in that I had successfully finished one of the most difficult but rewarding experiences of my life.

Although I can only share small pieces of my story, I know I made the best decisions for my personal development, formulating my career path and ability to help and serve others.

“I know I made the best decisions for my personal development, formulating my career path and ability to help and serve others.”

When creating my timetables, I would pair complementary modules into half-day segments to help understand how multiple specialties of public health could work together. This timetable became critical to keep on track and accomplish the other commitments and responsibilities I had.

At times during these two years, I was working several simultaneous contracts, volunteering, traveling for work and trying to keep a bit of a social life intact. However, these struggles helped me become more effective with my time and motivated by the many missed opportunities I had sacrificed to finish my degree. I believe these lessons are invaluable to understand how you operate and better equip you to succeed despite the complex challenges you will face as a public health professional.

I utilised a plethora of resources recommended by the School and University of London, but also looked to external resources, including Khan Academy, Mind Map, Quizlet and Anker. I watched documentaries, read articles and listened to debates to crystalize concepts and develop more constructive thoughts. Parallel to in-person classes, the distance learning engagement and resources provided varied from class to class, so it is best to equip yourself with as many tools you can to draw from.

Since graduation, I have moved permanently to London and currently work part-time at UCL as a Research Assistant at the Administrative Data Research Network England and at the Institute of Child Health. I am also embarking on an exciting second phase of my public health journey into social entrepreneurship. Although I can only share small pieces of my story, I know I made the best decisions for my personal development, formulating my career path and ability to help and serve others. The distance learning program at the School will change you for the better and will strongly equip you with the knowledge, skills, network and support system to thrive and succeed in your career.

I wish you all the best in your career and life journeys through public health and the positive impact you will have on the world!
Interview with a blended learning student

Maria Luisa Tejada de Rivero Sawers from Mexico is in the fourth year of her MSc Public Health and recently completed two modules at the School by blended learning. We caught up with Maria Luisa to find out about her experience.

To begin, tell us a little about yourself
I have a medical degree from the University of Geneva and clinical experience as an obstetrician-gynaecologist. I am interested in sexual and reproductive health, in particular perinatal loss, stillbirths and abortion.

Why did you choose the blended learning option?
I liked the idea of getting two modules completed in five weeks as well as the opportunity to get a taste of the experience studying at the School in London. As a distance learning student, I was keen to meet professors, lecturers and students.

At which stage in the programme did you make your decision?
It was kind of a last minute decision last September when registering for this year’s modules. I never thought I would be able to do it with two young children and no family around in Mexico besides my husband. However, we figured it out and came up with a plan to get the two modules done. And after six years in Mexico, I deserved a break!

Which modules did you choose and why?
I didn’t hesitate at all in choosing Current Issues in Safe Motherhood and Ethics, Public Health & Human Rights as these topics lie at the heart of my research interests and neither was available by distance learning.

How did you prepare for your time in London?
To be honest, there wasn’t much preparation. I am lucky that my brother-in-law lives close to the School and neither was available by distance learning.

How was it interacting and learning alongside our London–based students?
I had been warned that it might be difficult to blend within students who had known each other since September but I was happily surprised. It took me no time to meet people and everyone was nice and helpful. Some were curious about the distance learning experience. I had a great time and made friends with whom I hope to keep in touch.

What else did you enjoy about the experience?
One of the best parts of blended learning was meeting fellow distance learning students and staff. There were a couple of students I had previously attended revision sessions over Skype with and we had remained in touch by Facebook. Finally meeting them in real life was great. A few graduated this year and we had a celebratory meet-up at the John Snow pub!

What advice would you give to other students considering blended learning?
I would absolutely recommend blended learning! On the first day (or even before), I suggest drafting a calendar of all the talks, conferences and workshops at the School and in London to make the most of your stay. I ended up staying an extra week following my modules as after the assignments there was still so much to enjoy at the School and in London.

Were you able to network with staff at the School?
There are a lot of networking opportunities but it will be particularly helpful if you are planning to undertake a research project. I had earlier opted out of the project as I felt a huge distance between the School and myself in Mexico, without any local institutional support; so I was disappointed when several lecturers offered to help with a project. That face-to-face interaction would have been invaluable and given me the confidence to undertake the project.

How was it to be an intern doctor based in Taipei, Taiwan? My career interest is in liver transplantation, which is why I decided to study infectious diseases. Patients undergo lifelong immunosuppression after transplantation, which makes them highly susceptible to infections. Hence, I find it imperative to strengthen my knowledge of the biology and control of Infectious Diseases to provide the best care.

I work and study from a district mission hospital in the highlands of Papua New Guinea. I’ve completed half the modules I need to earn my MSc and I’ve already applied new knowledge in our hospital’s HIV, TB and immunisation programs. I’m grateful to be learning public health alongside my clinical work. It gives me a unique perspective treating patients at the bedside and the tools I need to combat their health issues at their community level as well.

Mark Crouch, USA, Public Health

Some of our distance learning students have been in touch to let us know where they are currently working and how they are finding their studies so far.

I work as a consultant in health economics for medical device companies all over Europe. I am enjoying studying using a finely tuned system that allows for flexibility and planning, and that encourages a self-discovery approach to education. My knowledge on clinical research has been boosted and I can now offer more comprehensive advice to my clients.

Daniel Adam Blanco, Spain, Epidemiology

Since graduating in 2014 with a major in Microbiology, I’ve been working as a Research Assistant in an Antimicrobial Laboratory with a focus on Gram-negative superbugs. I’m loving my program so far! I enjoy the course content so much and find myself prattling off facts I’ve learnt about prions, fungi and the like, much to the annoyance of those around me. I like how this program really challenges me and pushes me to work hard and independently.

Svetlana Milca, Latvia, Clinical Trials

Ever since I joined the World Health Organization in 2009, I developed interest in the public health as I wanted to learn about developing health strategies, policies and designing health interventions. I am sure that the programme will enhance my understanding of the global health issues and challenges and methods to tackle them. It will also present new horizons for me to accelerate in the health sector and I am confident that I will better be able to serve humanity.

Sadia Iqbal, Pakistan, Public Health

I work as a Clinical Trials Assistant in the Oxford Vaccine Group. My experience of distance learning so far has been positive due to the interesting material, collaborative group work and networking opportunities with other students from different backgrounds. The programme gives me a unique opportunity to work full time and improve my academic qualifications.

Svetlana Milca, Latvia, Clinical Trials

Meet your fellow students

Meet your fellow students

Some of our distance learning students have been in touch to let us know where they are currently working and how they are finding their studies so far.

Maria Luisa (second from left) with friends on London’s Millennium Bridge

Remember to join these and other students in our LSHTM Distance Learning Facebook group
Stay in touch!

We want to make sure that you are ready to join us this October, so contact us if you need any help.

To make it easier for you, here are some of the main contacts you may need:

- Admissions & application queries: enquiries.londoninternational.ac.uk
- Academic queries: your programme support team
- All other study-related queries: study@lshtm.ac.uk

www.lshtm.ac.uk/study/facebook
www.lshtm.ac.uk/study/linkedin
www.lshtm.ac.uk/instagram
www.lshtm.ac.uk/itunes
www.lshtm.ac.uk/youtube

Improving health worldwide
www.lshtm.ac.uk