2.3 Programme Specification

Programme Specification for the Postgraduate Certificate/MSc in Allergy

PLEASE NOTE. This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the College for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook or on-line in the Blackboard VLE. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. Awarding Institution: Imperial College London

2. Teaching Institution: Imperial College London

3. External Accreditation by Professional / Statutory Body: Not applicable

4. Name of Final Award (BEng / BSc / MEng etc): Postgraduate Certificate or MSc

5. Programme Title (e.g. Biochemistry with Management): Allergy

6. Name of Department / Division: Medicine

7. Name of Faculty: Medicine

8. UCAS Code (or other coding system if relevant): Not applicable

9. Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points: Medicine

10. Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ):

| Master's (Postgraduate Certificate/MSc,) | Level 7 |

11. Mode of Study: Part time

12. Language of Study: English
13. Date of production / revision of this programme specification (month/year): November 2009

14. Educational aims/objectives of the programme
   The programme aims to:
   - produce graduates equipped to further careers in healthcare and in particular to enhance the number of individuals trained in the mechanisms and management of allergic diseases.
   - provide a solid foundation for those who intend to go on to study for an MD or PhD;
   - develop understanding of processes involved in improving the management of patients with allergic disease;
   - provide a training in research skills;
   - provide a supportive learning environment;
   - attract highly motivated students, both from within the UK and from the EU and internationally;
   - develop new areas of teaching in response to the advance of scholarship and the needs of vocational training

15. Programme Learning Outcomes

   1. Knowledge and Understanding

   Knowledge and Understanding of:

   The PG Cert:
   1. The immune mechanisms involved in allergic disease
   2. Diagnostic tests available for the presence of allergy
   3. The most up-to-date treatments for asthma, eczema, rhinitis, food allergy, drug allergy and venom allergy
   4. How to use knowledge and understanding of immune mechanisms, diagnostic tests and allergy treatments in the management of an allergic patient
   5. Research methods employed in investigating the processes of allergic disease
   6. How to apply new research findings to improving the management of allergic patients.

   In addition the MSc:
   7. How to build on previous learning to develop a systematic understanding of the knowledge relating to the mechanisms and management of more complex allergic disorders in specific areas of practice.
   8. Detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student’s chosen research project;
   9. Management and communication skills, including problem definition, project design, decision processes, teamwork, written and oral reports, scientific publications.
2. Skills and other Attributes

**Intellectual Skills**: able to

The PG Cert:
1. Apply scientific and clinical concepts to the development of new ideas
2. Integrate and evaluate information from a variety of sources
3. Formulate and test hypotheses

In addition the MSc:
4. Make decisions in complex areas of practice
5. Be creative in the solution of problems and in the development of hypotheses
6. Plan, conduct and write-up a programme of original research.

**Practical Skills**: able to

The PG Cert:

1. Retrieve, sift and select information from a variety of sources
2. Perform and interpret common diagnostic tests for allergic disease
3. Present a patient situation to peers, other professional workers and relatives
4. Manage a pre-determined workload
5. Take responsibility for skilled, safe, evaluative, reflective practice involving continual analysis and evaluation of outcomes and appropriate modification of interventions
6. Perform specified activities and skills development
7. Prioritise, anticipate and refer to higher levels when necessary
8. Evaluate research studies and determine their strength and validity;

In addition the MSc:

9. Apply key scientific and clinical methods and concepts to analysis and management of allergic problems
10. Plan, undertake and report either a laboratory or community-based piece of research
11. Use statistical tools and packages.

**Transferable Skills**: able to

The PG Cert:

1. Communicate effectively through oral presentations, computer processing and presentations, written reports and scientific publications;
2. Direct own learning;
3. Integrate and evaluate information from a variety of sources;
4. Transfer techniques and solutions from one discipline to another;
5. Use Information and Communications Technology;
6. Manage resources and time;
7. Learn independently with open-mindedness and critical enquiry;
8. Learn effectively for the purpose of continuing professional development.
9. Exercise initiative and personal responsibility

In addition the MSc:

10. Develop management skills: decision processes, objective criteria, problem definition, project design and evaluation, risk management, teamwork and coordination;
11. Design studies and analyse data;
12. Apply statistical and research skills;

16. The following reference points were used in creating this programme specification FHEQ, European Higher Education Area (EHEA), Course Handbook, PMETB Allergy, Allergy Assessment Blueprint

17. Programme structure and features, curriculum units (modules), ECTS assignment and award requirements

The programme consists of the following modules:
The PG Cert:

1. The Scientific Basis of Allergy (Core)
2. Diagnosis and Treatment of Allergic Disease (Core)
3. The Cutting Edge of Allergy (Core)

The MSc:

The PG Cert modules plus:

4. Research project: including a taught component on research methods and dissertation (Core)
5. Options Module 1 (Option)
6. Options Module 2 (Option)
7. Options Module 3 (Option)
8. Options Module 4 (Option)

For modules 5-8 students select 4 out of:
   b. Allergic Airways Disease
   c. Rhinitis and Hayfever
   d. Allergic Skin Disease
   e. Allergic Gastrointestinal Disease
   f. Food Hypersensitivity
   g. Paediatric Allergy
The PG Cert is offered as a 9 month part-time course comprising 3 modules of 10 ECTS each. The MSc programme is offered as a part-time, three year course with an option of award after 2 years if the Dissertation project is completed successfully after this length of time. The MSc is comprised of two parts: a taught component (consisting of the PG Cert and 4 optional 5 ECTS modules) and a research component. The taught component will include lectures, clinic attachments, workshops and tutorials. During the taught component students will be expected to carry out one piece of course work relating to each module consisting of a written assignment, written examination or an oral presentation. Modules 1-3 will be taught in the first year, module 4 (Dissertation) will have taught components in the second year and the remaining optional modules will be taught in the second year. The research project will be carried out in years 2 and 3 for which students will submit a dissertation for examination and a viva either at the end of the 2nd or 3rd year.

The PG Cert consists of 42 hours of lectures, 36 hours of clinic attendance, 36 hours of tutorials/workshops with course tutors (online and face to face) and 150 hours of Blackboard tasks, giving a total of 264 hours of teaching. Students will be expected to spend 316 hours of private study and a further 170 hours on assessed coursework. Assessed coursework will include essays and reports with a word limit of 2000-2500 words; written examinations and practical examinations.

The MSc comprises a further 98 hours of lectures, 16 hours of clinic attendance, 42 hours of tutorials/workshops with course tutors (online and face to face) and 120 hours of Blackboard tasks, giving a further 276 hours of teaching. Students will be expected to spend a further 604 hours of private study and a further 620 hours on assessed coursework.

Overall the MSc consists of 140 hours of lectures, 52 hours of clinic attendance, 78 hours of tutorials/workshops with course tutors (online and face to face) and up to 270 hours of Blackboard tasks, giving a total of 540 hours of teaching. Students will be expected to spend 920 hours of private study and a further 790 hours on assessed coursework. A total of 90 ECTS are required for the Masters degree to be awarded.

**Year One: Certificate of Advanced Study in Allergy**

**Term one: The Scientific Basis of Allergy (Core) 10 ECTS**

The module will include: orientation to Master’s study and Blackboard; key elements of NHS structure; important national initiatives in Allergy; basic immunological mechanisms, T cells and cytokines, adhesion and co-stimulatory molecules, allergens and allergic inflammation; ontogeny of immune responses, genetic regulation, epidemiology of allergic disease, the immunological basis of asthma, rhinitis, eczema, food allergy and drug allergy. Assessment will be examination incorporating extended matching items and one best answer questions.
Term Two: Diagnosis and Treatment of Allergic Disease (Core) 10 ECTS
This module will cover the range of scientific and clinical diagnostic and therapeutic techniques required to manage allergic disease. The relative importance and choice of both in vivo and in vitro diagnostic tests will be explored. The techniques available to investigate the manifestations of allergic disease in the lung, the nose, the skin, the gut and the eye will be researched and assessed in the form of an extended case history including a critical appraisal of recent research literature in the area. Practical skills in diagnostic techniques will be examined.

Term Three: The Cutting Edge of Allergy (Core) 10 ECTS
This module will address areas of allergy that are currently at the forefront of allergy research programmes. It will build on the previous modules to investigate immune modulation and genetic advances in allergic disease and will highlight preventative strategies and predictive factors. Both inter- and intra-cellular mechanisms will be covered. Topics will include: Pre and probiotics, peptide vaccines, immunomodulation with small molecules, signal transduction, dendritic cells, smooth muscle and remodelling and imaging. Assessment will be by written assignment investigating novel approaches to defining disease progression or management.

To progress to years 2/3 students must have passed all the assessments for Year 1. At this stage students decide whether they wish to complete their MSc over a total of 2 or 3 years. If they choose the 2 year option they study Module 4 (research project) and their choice of 4 out of the 6 optional modules all in year 2. If they choose the 3 year option they study the 4 optional modules in Year 2 and the research project in either year 2 and 3 or in year 3 alone.

Year Two (2 year option)

Research methods and project (core) 40 ECTS
This module will provide a general overview of research methods in healthcare and reinforce understanding of the importance of research for the evaluation of clinical practice. The following aspects will be included in this course: theoretical and applied statistics; descriptive and inferential statistics; populations and samples. Students will explore the use (and mis-use) of statistical software for data analysis. In particular they will gain skills in descriptive statistics; those that explore differences between groups and those that examine relationships between variables.

Skills learned in this module will be consolidated by practical experience in designing, constructing and presenting a research project by dissertation. Participants will prepare a research plan for approval by July in their first or second year of study. They will then conduct the planned research and produce a dissertation of 10,000 words (+/- 10%) (excluding tables, appendices and references). Projects will relate to module areas and will be supervised either by the Module Director or by another supervisor approved by that Module Director.
Projects can either be carried out at Imperial College or at the student’s own institution provided appropriate supervision can be established. An Imperial college based on-site supervisor will be essential to oversee the project and to make sure it stays on track. Supervisors will be confirmed at the beginning of the course and regular meetings with the on-site supervisor are essential to monitor progress. Students will be required to
present their project proposals (in both oral and written formats) before commencement of the project.

Systematic reviews or audits carried out at the student’s own institution are acceptable as research projects as long as the student can demonstrate their understanding of the research issues and their implication for allergic disease.

Assessment will be by both presentation of the written research Dissertation and a viva voce and a choice of 4 out of:

**Allergic Airways Disease and Asthma 5 ECTS**

This module will cover the normal structure and function of the lung and how this is altered by allergic disease. It will develop knowledge of the immunological and physiological mechanisms of airway disease and provide experience of the skills and techniques required to diagnose and monitor respiratory problems and deliver appropriate management plans in both adult and paediatric situations. Current research themes with a potential impact on diagnosis and treatment will be explored.

**Rhinitis and Hayfever 5 ECTS**

This module will cover normal nasal physiology and anatomy and how this is altered by allergic disease. It will develop knowledge of the immunological and physiological mechanisms of nasal disease and promote competence and practical skills in its diagnosis and assessment as well as informing selection of treatment regimens. Current research themes with a potential impact on diagnosis and treatment will be explored.

**Allergic Skin Disease 5 ECTS**

This module will cover normal structure and function of skin and how this is altered by allergic disease. It will develop knowledge of the immunological and physiological mechanisms of allergic skin conditions and promote competence and practical skills in their recognition and management. Current research themes with a potential impact on diagnosis and treatment will be explored.

**Allergic Gastrointestinal Disease 5 ECTS**

This module will cover normal structure and function of the gastrointestinal tract and how this altered by allergic disease. It will develop knowledge of the immunological and physiological mechanisms of a range of allergic gastrointestinal diseases, including both IgE and non-IgE mediated hypersensitivities and promote competence in their recognition and current management as well as investigating potential future strategies indicated by current research.

**Food Hypersensitivity 5 ECTS**

This module will cover both food hypersensitivities and intolerances and will develop the skills to discriminate the physiological differences between them. It will promote knowledge and practical skills in the dietary and nutritional management of
hypersensitivity and intolerance reactions to foods and investigate potential new strategies indicated by research programmes for their treatment and possible prevention.

**Paediatric Allergy 5 ECTS**

This module will address the areas of allergy that require specific knowledge of paediatric processes including immune mechanisms, diagnostic techniques, management and family issues. Specific topics will include: The Allergic March, infant wheeze, food allergies and intolerances in early life, eczema and early differential diagnosis, paediatric allergic gastrointestinal disease, child protection issues and general paediatric problems presenting in an allergy clinic.

**Year Two (3 year option)**

Choice of four out of the six optional modules, plus the research project if study time allows.

**Year Three (3 year option)**

Research Project

18. **Support provided to students to assist learning (including collaborative students, where appropriate).**

- An induction programme for orientation, introduction to library and computer facilities including Blackboard
- MSc Student Handbook which includes lecture timetable and detailed information about course requirements, assessment and learning outcomes
- There are currently several research groups of postgraduate research students and postdoctoral researchers conducting research on Allergy at St Mary’s campus and NHLI.
- Library and other learning resources and facilities at St Mary’s and also at the South Kensington Campus.
- Students have access to the lectures and exercises via the VLE from the point at which they upgrade from the PG Cert to the MSc and they have full access for the whole of the rest of their programme whether they take the 2 or 3 year option. This allows them to constantly refer to the materials whenever is most appropriate to their research studies.
- An MSc Staff -Student committee, which meets three times per year.
- In addition to the Course administrator and tutor, who has overall responsibility for student welfare and guidance, all students are allocated personal tutors whose role is to advise on pastoral and academic issues.
- Students conducting their research projects at an external site are assigned a member of Imperial College academic staff to oversee progress and advise on the project dissertation.
• Support provided by fellow students and regular use of Blackboard, in particular the discussion facility
• Student email and open personal access to tutorial staff including the Course Director.
• Access to student counsellors on the South Kensington site.
• Access to Teaching and Learning Support Services, which provide assistance and guidance, e.g. on careers.

19. Criteria for admission:

Normally a degree in Medicine or at least an Upper Second Class Honours in a healthcare related subject, typically Nursing, Dietetics, Immunology/Physiology or Biomedical Science.

For non-native speakers of English the normal College English language requirements are required.

20. Processes used to select students:

• Currently all students who meet all the criteria for entry will be offered a place up to the maximum number permitted on the course (30). Beyond this number a waiting list is established in case of an offered place not being taken up.

21. Methods for evaluating and improving the quality and standards of teaching and learning Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

The external examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. Boards of Examiners comment on the assessment procedures within the College and may suggest improvements for action by relevant departmental teaching Committees.

The Faculty Studies Committees and the Graduate Schools’ Postgraduate Quality Committees review and consider the reports of external examiners and accrediting bodies and conduct periodic (normally quinquennial) and internal reviews of teaching provision. Regular reviews ensure that there is opportunity to highlight examples of good practice and ensure that recommendations for improvement can be made.

At programme level, the Head of Department/Division has overall responsibility for academic standards and the quality of the educational experience delivered within the department or division.

Most of the College’s undergraduate programmes are accredited by professional engineering and science bodies or by the General Medical Council. Accreditation provides the College with additional assurance that its programmes are of an appropriate standard and relevant to the requirement of industry and the professions. Some postgraduate taught courses are also accredited.
Specifically for this programme:

- Module reviews, based on feedback questionnaires and convenor reports.
- Annual course review prepared by the Course Director and considered by the Course Committee and the Departmental Teaching Committee.
- Biennial review of the course by an Imperial College academic staff member from outside the department with a report and grading to the Graduate School of Life Sciences and Medicine Postgraduate Quality Committee.
- MSc Staff-Student Committee, held each term, with report to Divisional Teaching Committee.
- Biennial staff appraisal.
- Peer teaching observations.
- External Examiner reports.

a) Committees with responsibility for monitoring and evaluating quality and standards:

The **Senate** oversees the quality assurance and regulation of degrees offered by the College. It is charged with promoting the academic work of the College, both in teaching and research, and with regulating and supervising the education and discipline of the students of the College. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The **Quality Assurance Advisory Committee** (QAAC) is the main forum for discussion of QA policy and the regulation of degree programmes at College level. QAAC develops and advises the Senate on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards. QAAC also considers amendments to the Academic Regulations before making recommendations for change to the Senate. It also maintains an overview of the statistics on completion rates, withdrawals, examination irregularities (including cases of plagiarism), student appeals and disciplinaries.

The **Faculty Studies Committees** and **Graduate School Postgraduate Quality Committees** are the major vehicle for the quality assurance of undergraduate / postgraduate courses respectively. Their remit includes: setting the standards and framework, and overseeing the processes of quality assurance, for the areas within their remit; monitoring the provision and quality of e-learning; undertaking reviews of new and existing courses; noting minor changes in existing programme curricula approved by Departments; approving new modules, changes in module titles, major changes in examination structure and programme specifications for existing programmes; and reviewing proposals for new programmes, and the discontinuation of existing programmes, and making recommendations to Senate as appropriate.

The **Faculty Teaching Committees** maintain and develop teaching strategies and promote inter-departmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.
Departmental Teaching Committees have responsibility for the approval of minor changes to course curricula and examination structures and approve arrangements for course work. They also consider the details of entrance requirements and determine departmental postgraduate student numbers. The Faculty Studies Committees and the Graduate School Postgraduate Quality Committees receive regular reports from the Departmental Teaching Committees.

b) Mechanisms for providing prompt feedback to students on their performance in course work and examinations and processes for monitoring that these named processes are effective:

- Feedback to all students on all aspects of their assessed work, including written comments and grades for essays, presentations and exams via Blackboard.
- Face to face and online meetings with personal tutees to ensure that students have an accurate perception of their progress and early identification and resolution of any potential problems.
- Students will have the option of receiving feedback on early drafts of their research projects.
- Meeting of individual students with course organisers to discuss exams, research project and career aims;
- Viva with External Examiner.

c) Mechanisms for gaining student feedback on the quality of teaching and their learning experience and how students are provided with feedback as to actions taken as a result of their comments:

- MSc Staff-Student Committee;
- Course questionnaire evaluation of all components and aspects;
- Feedback via Blackboard of actions taken as a result of student comments

e) Mechanisms for monitoring the effectiveness of the personal tutoring system:

Audit of the volume of queries and support requests via the continuous electronic support system and monitoring of the result of the contact via the subjective assessments.

f) Mechanisms for recognising and rewarding excellence in teaching and in pastoral care:

Staff are encouraged to reflect on their teaching, in order to introduce enhancements and develop innovative teaching methods. Each year College awards are presented to academic staff for outstanding contributions to teaching, pastoral care or research supervision. A special award for Teaching Innovation, available each year, is presented to a member of staff who has demonstrated an original and innovative approach to teaching. Nominations for these awards come from across the College and students are invited both to nominate staff and to sit on the deciding panels.
g) **Staff development priorities for this programme include:**

- Teaching Development Grant Scheme to fund the development of new teaching and appraisal methods;
- updating Core tutors to be active within their area of expertise and involved in research as appropriate;
- staff appraisal scheme and institutional staff development courses;
- College professional and IT/computing developments.

22. **Regulation of Assessment Rules and Degree Classification:**

For **postgraduate taught programmes**: The Pass Mark for postgraduate taught courses is 50%. In order to be awarded a result of merit, a candidate must obtain an aggregate mark of 60% or greater; a result of distinction requires an aggregate mark of 70% or greater.

Where appropriate, a Board of Examiners may award a result of merit where a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.

Where appropriate, a Board of Examiners may award a result of distinction where a candidate has achieved an aggregate mark of 70% or greater across the programme as a whole AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.

a) **Marking Schemes:**

The Pass Mark for all **postgraduate** taught course elements is 50%. Students must pass all elements in order to be awarded a degree.

No mark of less than 40% will be accepted as a condoned failing mark for any component.

To qualify for the award of the PG Cert students must complete all the course requirements and must initially achieve the pass mark in all four of the assessments linked to the modules comprising Elements 1, 2 and 3 in the PG Cert. The four assessments (written examination, practical examination, case history assignment and research proposal assignment) each contribute 25% of the overall mark.

At this stage they may upgrade to the MSc and the overall PG Cert mark becomes the first Element of the MSc worth 30% of the total mark. The second Element comprises the overall mark for the four components which are the chosen module options in Year 2. The averaged mark from the 4 components must be 50% or above and no mark can be less than 40% to pass. Element 2 contributes 20% of the total mark for the MSc.

The dissertation and **viva voce** comprise Element 3 and contribute 50% to the total mark (weighting - dissertation 80%, **viva** 20%).

b) **Processes for dealing with mitigating circumstances:**
For postgraduate taught programmes: A candidate for a Master’s degree who is prevented owing to illness or the death of a near relative or other cause judged sufficient by the Graduate Schools from completing at the normal time the examination or Part of the examination for which he/she has entered may, at the discretion of the Examiners,

(a) Enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination,

or

(b) be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed (e.g. report) at a date specified by the Board of Examiners concerned. The special examination shall be in the same format as specified in the course regulations for the element(s) missed.

Applications, which must be accompanied by a medical certificate or other statement of the grounds on which the application is made, shall be submitted to the Academic Registrar who will submit them to the Board of Examiners.

c) Processes for determining degree classification for borderline candidates:

For postgraduate taught programmes: Candidates should only be considered for promotion to pass, merit or distinction if their aggregate mark is within 2.5% of the relevant borderline. Nevertheless, candidates whom the Board deems to have exceptional circumstances may be considered for promotion even if their aggregate mark is more than 2.5% from the borderline. In such cases the necessary extra marks should be credited to bring the candidate’s aggregate mark into the higher range.

d) Role of external examiners:

The primary duty of external examiners is to ensure that the degrees awarded by the College are consistent with that of the national university system. External examiners are also responsible for approval of draft question papers, assessment of examination scripts, projects and coursework (where appropriate) and in some cases will attend viva voce and clinical examinations. Although external examiners do not have power of veto their views carry considerable weight and will be treated accordingly. External examiners are required to attend each meeting of the Board of Examiners where recommendations on the results of individual examinations are considered. External examiners are required to write an annual report to the Rector of Imperial College which may include observations on teaching, course structure and course content as well as the examination process as a whole. The College provides feedback to external examiners in response to recommendations made within their reports.

23. Indicators of Quality and Standards

All taught modules have been accredited by The Royal College of Physicians

24. Key sources of information about the programme can be found in:
2.4 Regulations for Students

1. All registered students of the College are subject to the provisions of these Regulations for Students, the College Academic Regulations, the Regulations of the University of London as appropriate and such other Regulations and Instructions for Students as the College may from time to time approve.

2. Any student whose sessional fees or whose residence charges* have not been paid in full will not be allowed to proceed to the next year of the course and will be required to withdraw from the College. If any fees or charges are still unpaid at the time when a student enters for the last examination necessary to qualify for the award of a degree/diploma, the award will not be conferred and no certificate in respect of the award will be issued until the debt has been paid in full.

3. Any student wishing to occupy residential accommodation provided by, or on behalf of, Imperial College will be required to abide by the terms and conditions of the Licence. Acceptance of an offer of accommodation will signify acceptance of such terms and conditions.

4. Every registered student of the College is automatically a member of Imperial College Union unless, under the provisions of the Education Act 1994, a student has formally opted out of student union membership by recording that decision with the Academic Registrar in the manner prescribed.

5. Student disciplinary offences of a non academic nature are dealt with under a code of procedure agreed by Imperial College Union and approved by the Governing Body. In the case of serious offences, this may involve the suspension and/or expulsion of the student from the College.

6. Students must not engage in any conduct which causes harm or unreasonable disturbance to students, staff, neighbours or visitors to the College, or damage to any property of the College or its students, staff, neighbours or visitors, or engage in any activity or behaviour which is likely to bring the College into disrepute. Illegal acts on or near College may also constitute offences under these College Regulations for students.

7. Candidates for the PhD or MPhil degrees are required by the University regulations to give conditional authority for their dissertation to be made available for public reference. Candidates who wish to retain personally, for a limited period, the sole right to grant permission to consult, borrow or copy their work must obtain the agreement of their supervisor and the appropriate College