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Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming’s discovery of Penicillin to Gabor’s invention of holography, Imperial has been changing the world for well over 100 years. You’re now part of this prestigious community of discovery and we hope you will take this opportunity to make your own unique contribution.

We’re committed to providing you with the very best academic resources to enrich your experience. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that’s further training in an academic skill like note taking or simply having someone to talk to.

You’ll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events – see page 6 for more information.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 380 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. You also have access to gym and swimming facilities (following an annual fee of £30 in 2018-19) across our campuses.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you’re interested in getting involved then there will be opportunities for you to do so.
Our Principles

In 2012 the College and Imperial College Union agreed ‘Our Principles’ a series of commitments made between students and the College. The Principles are reviewed annually by the Quality Assurance and Enhancement Committee and changes recommended for Senate approval.

Imperial will provide through its staff:
• A world class education embedded in a research environment
• Advice, guidance and support
• The opportunity for students to contribute to the evaluation and development of programmes and services

Imperial will provide students with:
• Clear programme information and assessment criteria
• Clear and fair academic regulations, policies and procedures
• Details of full programme costs and financial support
• An appropriate and inclusive framework for study, learning and research

Imperial students should:
• Take responsibility for managing their own learning
• Engage with the College to review and enhance provision
• Respect, and contribute to, the Imperial community

The Imperial College Students' Union will:
• Support all students through the provision of independent academic and welfare assistance
• Encourage student participation in all aspects of the College
• Provide a range of clubs, societies, student-led projects and social activities throughout the year
• Represent the interests of students at local, national and international level

www.imperial.ac.uk/students/our-principles
Welcome from the Graduate School

Professor Sue Gibson, 
Director of the 
Graduate School

The Graduate School has several roles but our main functions are to provide a broad, effective and innovative range of professional development workshops and to facilitate interdisciplinary interactions by providing opportunity for students to meet at academic and social events. Whether you wish to pursue a career in academia, industry or something else, professional skills development training will improve your personal impact and will help you to become a productive and successful researcher.

Professional development courses for Master’s students are called “Masterclasses” and they cover a range of themes, for example, presentation skills, academic writing and leadership skills (http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/). All Masterclasses are free of charge to Imperial Master’s students and I would encourage you to take as many as you can to supplement your academic training. The Graduate School works closely with the Graduate Students’ Union (GSU) and is keen to respond to student needs so if there is an area of development training, or an activity that you would like us to offer, but which is not currently provided, please do get in touch (graduate.school@imperial.ac.uk).

The Graduate School also runs a number of exciting social events throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun. You should regularly check the Graduate School’s website and e-Newsletters to keep up to date with all the events and development opportunities available to you.

Finally, I hope that you enjoy your studies here at Imperial, and I wish you well.

Sue Gibson

Dr Janet De Wilde, 
Head of Postgraduate Professional Development

I would like to welcome you to the Graduate School programme for postgraduate professional development. Our team of tutors come from a wide variety of experiences and we understand just how important it is to develop professional skills whilst undertaking postgraduate studies and research. Not only will this development improve success during your time at Imperial College, but it will also prepare you for your future careers. We are continually working to develop the courses we offer and over this year you will see a range of new courses including face-to-face workshops, interactive webinars and online self-paced courses. I encourage you to explore and engage with the diverse range of opportunities on offer from graduate school and I wish you well in your studies.

Janet De Wilde
The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial.

The Graduate School has been set up to support all postgraduate students at the College through:

- Training and development courses
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College

‘Masterclass’ professional skills courses

You can see the full range of free professional skills courses for postgraduate students on the Graduate School website:

www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters

All courses can be booked online.

Contact us

Level 3, Sherfield Building, South Kensington Campus
020 7594 1383
graduate.school@imperial.ac.uk
www.imperial.ac.uk/graduate-school
Welcome from the Graduate Students’ Union (GSU)

I am delighted to welcome you to Imperial College! Let me introduce you to the Graduate Students’ Union (GSU). We are the representative body defending your interests as a postgraduate student in major decisions taken by the College. Beyond that, we work towards building a thriving postgraduate community that spans faculties and where students effectively communicate in an interdisciplinary way. Our committee is comprised of motivated postgraduate students like yourself, who have been appointed in university-wide elections and volunteer to make your experience at Imperial as fulfilling and enjoyable as possible.

So, what are we up to for this coming year 2018/19? We are going to focus on three major areas of action:

- Continue improving post-graduate well-being by increasing the quality of supervision and by creating strategies to tackle common mental health challenges in higher education.
- Develop the GSU to become central to the postgraduate community by improving the two-way flow of information, between the GSU and you.
- Organise exciting events around the topics of well-being, interdisciplinary research, and entrepreneurship.

As the GSU president, I would like to emphasise that Imperial College London is relying on its postgraduate students to maintain its position as a front-runner in world-class research and teaching. For us, the GSU, to be successful we need to receive as much of your input as possible. We want to work with you, for you!

Finally, I hope that you have a fantastic time here at Imperial and take advantage of the richness of opportunities that awaits you. If ever you have questions or ideas to share with us, please do not hesitate to get in touch with us and we are looking forward to seeing you at our events!

Ute Thiermann, GSU President 2018/19

gsu.president@imperial.ac.uk
1. Introduction to the Department

The National Heart and Lung Institute

The National Heart and Lung Institute (NHLI) is a major department of Imperial College’s Faculty of Medicine. The other departments in the Faculty of Medicine are the Department of Medicine, the Department of Surgery and Cancer, the Institute of Clinical Sciences, the School of Public Health and the Institute of Global Health Innovation.

The NHLI is an international research centre for investigating the mechanisms underlying many chronic diseases within the cardiovascular and respiratory systems, including chronic obstructive pulmonary disease (COPD), asthma, respiratory failure, hypertension, atherosclerosis and heart failure. The Institute continues to be highly respected for its powerful blend of first-rate academics, great facilities, effective teaching and productive clinical/scientific collaborations. It was the highest ranked of all Imperial’s medical departments in the last survey of research quality, the 2014 Research Excellence Framework. It was also awarded an Athena SWAN Silver Award in 2009, renewed in 2014, in recognition of its support of women in academia.

One of the largest heart and lung departments in the world, NHLI enjoys close links with the Royal Brompton and Harefield NHS Foundation Trust, as well as the Imperial College Healthcare NHS Trust, the new Academic Health Sciences Centre and other hospitals across London. It also collaborates with other UK and international institutions, such as the MRC & Asthma UK Centre in Allergic Mechanisms of Asthma, the MRC & DH Centre of Environment and Health (both with King’s College London), the Centre for Respiratory Infection, the British Heart Foundation Centre of Research Excellence in Cardiovascular Disease and the British Heart Foundation Cardiovascular Regenerative Medicine Centre.

NHLI’s main aim is to advance research, development and education in cardiovascular and respiratory science through its four research divisions:

- Cardiovascular Clinical Science
- Cardiovascular Translational Science
- Respiratory Clinical Science
- Respiratory Translational Science

Information on the Heads of Division can be found here:
http://www.imperial.ac.uk/nhli/about-us/structure-and-key-people/
A full list of useful administrative and academic contacts is available here:
http://www.imperial.ac.uk/nhli/about-us/contact-us/

NHLI PGT Induction

As part of College Welcome Week, you are invited to attend the NHLI-wide PGT induction event on Thursday 4th October 2018.

What’s Special About an MSc from NHLI?

NHLI aims to provide its postgraduate taught students with more than just a programme of study. The Institute hosts a number of science and networking events which we encourage you to make the most of, to help you see where a career in academia can lead.

Foremost amongst these is the NHLI Postgraduate Research Day, an annual summer event at which PhD and MD(Res) students showcase the breadth of research into cardiovascular and respiratory disease taking place at NHLI. In the manner of a scientific meeting, participants present either a poster or a talk to a judging panel of academics, postdocs and students, and to a wider audience drawn from the NHLI community, after which there is a chance to socialise and meet researchers working at various levels across the Institute. Similar opportunities arise at the various lectures which the department organises each year, most notably the Margaret Turner Warwick...
Respiratory and Paul Wood Cardiovascular Lectures, and the Athena SWAN Lecture, which focuses specifically on the work and careers of high-profile female scientists. All Master’s students are welcome to attend these events, and you will receive invitation emails and registration details for them in due course.

Those with a passion for public engagement may wish to get involved with The Curious Act, an NHLI-led programme which brings together scientists and clinicians from the department and creative collaborators such as textile artists, games designers, performers, creative technologists, chefs and illustrators, to find fun and engaging ways of communicating the Institute’s work to the general public. Past projects have seen teams from NHLI run a ‘Heart & Lung Convenience Store’ in a Hammersmith shopping centre, turn ordinary pub games into a medium for highlighting the positive potential of viruses, and discuss their research over tea and anatomical heart biscuits at a British Heart Foundation store.

Closer to home, you might also volunteer at Bring Your Child to Work Day, during which the Institute welcomes the children of NHLI staff and students into its offices and laboratories and puts on a range of scientific activities to develop an appreciation of the important work which their parents do. Last year featured a hunt for the kidnapper of Monty the Macrophage, using finger-printing techniques, simple chromatography and the extraction of DNA from strawberries to track down the culprit.

For information about all forthcoming NHLI activities and events, as well as the latest departmental news and details of individual achievements and awards, make sure that you receive your copy of the monthly electronic NHLI Newsletter.

You may also like to visit the NHLI homepage (http://www.imperial.ac.uk/nhli/), and the Institute’s ‘Events and Initiatives’ page (http://www.imperial.ac.uk/nhli/for-staff/athena-swan/events-and-initiatives/).

Welcome from Programme Director – Professor Mary Morrell

On behalf of all Faculty and Staff who have been working for several years to set up our new Healthcare programme, I would like to welcome you to the MSc, PG Dip and PG Cert Cardiovascular and Respiratory Healthcare.

I know that studying at Imperial is a considerable investment in time and money; we hope very much that our new course will enhance your knowledge and understanding of cardiovascular and respiratory healthcare, enabling you to develop your career in your chosen field.

We have really enjoyed designing the course for you and look forward to meeting you all in October. Please can I ask you to let me know your feedback either directly or via cardioresphealth@imperial.ac.uk

With best wishes,

Professor Mary Morrell
(m.morrell@imperial.ac.uk)
Module Leader Biographies

Cardiovascular and Respiratory Healthcare: Core Science

Professor Mary Morrell

Mary Morrell is the director for the MSc, PG Dip and PG Cert Cardiovascular and Respiratory Healthcare, and lead for the Cardiovascular and Respiratory Healthcare: Core Science module. A Professor of Sleep and Respiratory Physiology at NHLI, she joined Imperial College having previously trained and practiced as a Nurse at St Mary's Hospital, and completing a PhD in Physiology at London University.

Mary is the Head of Years 1&2 for the MBBS Imperial Medical Course. She has served on the American Thoracic Society Board of Directors as Chair of the Respiratory Neurobiology and Sleep Assembly, is a member of the Editorial Board of the American Journal of Respiratory and Critical Care Medicine and a Trustee of the Physiological Society.

The aim of her sleep research group is to investigate the causes and consequences of breathing disorders that occur during sleep; translating research into improvements in patient care. She has studied in the states, and her current research focuses on the cardiovascular and neurological consequences of sleep apnoea; particularly in the vulnerable patients with pre-existing heart disease, and older people.

Quality in Cardiovascular & respiratory healthcare delivery with e-Health,
Heart Failure: Prevention and Management

Dr Jillian Riley

Jillian Riley directed studies in Cardio-respiratory Nursing at the college for ten years before deciding to concentrate on supporting health professionals more widely to deliver high quality patient care.

Dr Riley trained as a nurse in London and gained clinical experience in cardiothoracic intensive care both in the UK and North America. Her PhD was in innovative patient-centred monitoring for patients with heart failure. With a particular interest in supporting the delivery of cardiac care Dr Riley was instrumental in the development of the British Association for Nursing in Cardiac Care (BANCC) and past President of the association. She currently sits on the Executive committee of the board of the European Heart Failure Association of the ESC. Dr Riley also sits on the cardiovascular strategic leadership group for NHS London and co-chairs the heart failure subgroup. She also chairs the Palliative Care in Heart Failure task force for the Heart Failure Association of the ESC.

Dr Riley authors widely on the subject of heart failure. She is an associate editor for the European Journal of Heart Failure and sits on the editorial board of the European Journal of Cardiovascular Nursing and on the British Journal of Cardiac Nursing.
Cardiovascular Health: Prevention and Rehabilitation, Reflections and Evaluation of Clinical Practice, Research Projects

Dr Catriona Jennings

Catriona Jennings is a cardiovascular specialist nurse working in the Department of Cardiovascular Medicine at NHLI, Imperial College London since 2002. She has coordinated both randomised controlled trials (RCT) and surveys.

Dr Jennings was part of the team that set up the MSc/PG Dip/PG Cert and short courses in Preventive Cardiology at Imperial College London where she conducted senior teaching and led the modules in Preventive Cardiology Theory and Practice and Smoking Cessation. She completed a PhD on concordance for health behaviours and cardiovascular risk factors and concordance for change in couples where one partner had coronary heart disease.

She has taken leadership roles in professional societies serving as President of the British Association for Nursing in Cardiovascular Care which is an affiliated group of the British Cardiovascular Society. She is past Chair of the European Society of Cardiology Association of Cardiovascular Nursing and Allied Professions and now sits on the Board as an ex officio member.

Study Design

Professor David Wood

David Wood is the Garfield Weston Professor of Cardiovascular Medicine at the International Centre for Circulatory Health, National Heart and Lung Institute, Imperial College London, and Honorary Consultant Cardiologist to Imperial College Healthcare NHS Trust.

With a special interest in prevention of cardiovascular disease (CVD), Professor Wood has developed Guidelines on CVD prevention for the World Health Organisation, European Society of Cardiology and the British Cardiovascular Society. He has contributed to policy development through the European Heart Health Initiative, leading to the St Valentines Day declaration on CVD Prevention, and subsequently the European Heart Health Charter, which aims to reduce the burden of cardiovascular disease through political advocacy.

He was previously the Course Director for the MSc in Preventive Cardiology – Cardiovascular Health and Disease Prevention – launched in 2008. The course provided multidisciplinary postgraduate training in the principles and practice of cardiovascular disease prevention.
Innovation in Management of Cardiovascular Disease: Acute and Community

Dr Stuart Rosen

Dr Stuart Rosen is Consultant Cardiologist at the Royal Brompton and Ealing Hospitals and Reader in Cardiology in the National Heart and Lung Institute, Imperial College, London. He received his medical undergraduate education at Pembroke College, Cambridge and at Charing Cross and Westminster Medical School. His specialist cardiology training was at Charing Cross, Hammersmith and St Mary’s Hospitals. He is a Fellow of the Royal College of Physicians, American College of Cardiology and the European Society of Cardiology (ESC) and is a member of its Working group on myocardial function and of the Heart Failure Association of the ESC.

Dr Rosen is a general adult cardiologist and has specialist expertise in heart failure, syncope and difficult hypertension. His technical skills include transoesophageal echocardiography, stress echo, tilt testing and autonomic assessment, as well as ultrafiltration for decompensated heart failure. Dr Rosen had a pivotal role in setting up the UK’s first cardio-oncology unit, at the Royal Brompton Hospital, to provide bespoke care for patients at risk of cardiotoxicity or who have developed cardiac problems as a consequence of their anti-cancer treatment.

Care and Management of the Adult and Child with Cystic Fibrosis

Dr Su Madge

Dr Susan Madge undertook nurse training at University College London (UCL), followed by specialist paediatric training at Great Ormond Street Hospital for Children, London, where she began working with children with CF. Following a Masters degree in psychology, Susan completed her Doctoral thesis in behavioural sciences at the Institute of Child Health, UCL.

Susan currently holds the post of Consultant Nurse at the Royal Brompton Hospital and has been working with children and adults with CF for over 25 years. Her areas of interest and research include adolescence, burden of care, fertility and pregnancy, quality of life and end of life issues. Susan runs a multidisciplinary course on CF twice a year and lectures internationally on various aspects of CF. She is also involved nationally and internationally with standards of care for CF and reviews for a number of journals. Currently, she is a board member of the European Cystic Fibrosis Society.
**Pulmonary Rehabilitation & Community Respiratory Care**

**Dr Nick Hopkinson**

Nick Hopkinson is a Reader in Respiratory Medicine at Imperial College as well as an Honorary Consultant Chest Physician at The Royal Brompton Hospital. He qualified in Medicine at Cambridge and The London Hospital Medical College and went on to train in Respiratory and General Internal Medicine at St George’s and St Thomas’ Hospitals. He is clinical lead for chronic obstructive pulmonary disease (COPD) at The Royal Brompton Hospital where he runs the Advanced COPD clinic where patients are assessed for novel treatments for their disease including endobronchial emphysema therapies. He has established a smoking cessation clinic within the trust and is responsible for developing pulmonary rehabilitation services.

Key areas of activity are the effective management and prevention of COPD focussing on novel lung volume reduction techniques, physiological assessment of skeletal muscle, physical activity and lung function, together with the promotion of high value treatment strategies and tobacco control.

**Respiratory Failure & Respiratory Support**

**Dr Julia Kelly**

Dr Julia Kelly is a Clinical Research Physiotherapist at the Clinical and Academic Unit of Sleep and Breathing, NHLI, Royal Brompton Hospital, and Clinical Education Fellow at the Faculty of Medicine, Imperial College London.

Julia graduated in 2000 with a Bachelor of Physiotherapy from the University of South Australia. She developed her clinical experience in the field of Cardiorespiratory Critical Care, going on to specialise in sleep, and respiratory support treating patients with sleep disordered breathing, including those with sleep apnoea and also respiratory failure patients requiring non-invasive ventilation.

Julia received her PhD from Imperial College London. Her thesis titled ‘Autotitrating Non-invasive Ventilation (NIV) in patients with Hypercapnic Ventilatory Failure’ investigated a new autotitrating mode of ventilation in patients with chronic respiratory failure during wakefulness and sleep, but specifically in the detection and treatment of acute exacerbations.
1.5 Academic and Administrative staff contact details

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<tr>
<th>Role</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>Course Director</td>
<td>Professor Mary Morrell</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:m.morrell@imperial.ac.uk">m.morrell@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Senior Teaching Fellows</td>
<td>Dr Jillian Riley</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jillian.riley@imperial.ac.uk">jillian.riley@imperial.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Catriona Jennings</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:c.jennings@imperial.ac.uk">c.jennings@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Education Manager</td>
<td>Rebecca Smith</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rebecca.smith2@imperial.ac.uk">rebecca.smith2@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Course Administrator</td>
<td>Lizzie Lomer</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cardioresphealth@imperial.ac.uk">cardioresphealth@imperial.ac.uk</a></td>
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English Language Requirement

If you are not a native English speaker you must meet the College’s English language requirements. See the Admissions website for details:

[www.imperial.ac.uk/study/pg/apply/requirements/english](http://www.imperial.ac.uk/study/pg/apply/requirements/english)

For information on English language support available while you’re here, see page 44.

Attendance and absence

Attendance at face-to-face sessions is mandatory, unless you have prior permission from the Module Leader and Programme Director.

Full-time students must inform Dr Catriona Jennings if you are absent from the College for more than three days during term. If the absence is due to illness you must produce a medical certificate after seven days. If you miss an examination through illness you must contact Dr Catriona Jennings on the day and provide a medical certificate within five working days. If illness has impacted on your ability to take assessment, you should seek advice and support about making a claim for mitigating circumstances. Please note that there is a deadline of 5 working days from the date the assessment is due (hand-in date or examination date for example) to make a claim. More information about mitigating circumstances will be supplied prior to the examination time.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4 visas to the Home Office.
You must initially inform the Education Administrator if you are absent from teaching. If your absence is more than three consecutive days then you must inform the Module Leader. You must inform your Personal Tutor if you are absent from the College for more than three days during term. If the absence is due to illness you must produce a medical certificate after seven days. If you miss an examination through illness you must contact the Education Administrator and Dr Catriona Jennings on the day and provide a medical certificate within five working days.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4 visas to the Home Office.

All students are required to attend the Induction in October at the start of the programme and all examinations (including written, practical, and presentations) in person. The specific dates will be confirmed on Blackboard Learn.

An 80% attendance at teaching (either virtual or in person) is expected. If you become ill and have to be away from lectures, practicals and/or exams then you must contact the department, module leader or your personal tutor. For lectures you will be able to catch up by viewing missed sessions on Blackboard Learn and this will be monitored.

You will be required to submit a Mitigating Circumstances form together with any supporting evidence, self-certification form or medical certificate (see below), if you miss examinations or more than 80% of the taught component. The form should be submitted to the Course Administrator and Programme Leader, who will verify your circumstances by signing the form. You should also inform your Personal Tutor and lecturer(s) concerned to find out how you should make up for any missed work, or to explain why you missed a deadline.

For absences of less than 7 days, you can provide self-certification, that is, we do not need a medical certificate from your Doctor except in the case of examination (see below)

If your absence is 7 days or longer, you must provide documentary evidence such as a medical certificate from your Doctor, giving the reason for your absence.

If you have long-term health problems (for example, recurrent severe migraines, diabetes or asthma, etc) you must inform your Personal Tutor and a member of the administration staff, and give official documentary evidence of the condition from which you suffer. Note: As changes can occur it is important that you keep us updated on any changes in your situation.

The Board of Examiners will take all mitigating circumstances into account, when assessing your performance on your course at the completion of each Level.

If you do not attend a module examination, when you have been registered to take it, you will automatically be recorded as having failed, with a mark of zero. However,

a) if you were unavoidably prevented from attending the examination;

\textbf{OR}

b) if you take the examination, but feel your performance was adversely affected in some way, then you must send, or hand in, a written explanation within 7 days of the relevant examination. You should also speak to your Personal Tutor if possible. Wherever possible, documentary evidence (medical certificate, letter from Counsellor, etc.) should be attached. If your absence was due to a death in the family, a copy of the death certificate must also be provided, but the original must be seen by your Personal Tutor. If the details of the circumstances are highly confidential, you should approach the University Counselling Service who can act on your behalf.
You **must** report all illnesses or other mitigating circumstances at the time they occur, if you can, or immediately afterwards and no later that 7 days before the coursework assessment or 7 days after the examination to which they pertain. The Board of Examiners is **not** bound to consider mitigation submitted **after** the Board has met, or **after** the results have been published. **Such plea for mitigation would have to be of an exceptional nature to change the decision of the Board of Examiners.**

Students wishing to take a period of absence during the programme should have a valid reason for making the request and any absence must be agreed with the Course Director.

**Key dates 2018-19**

**Closure dates**

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<td>Christmas/New year:</td>
<td>24 December 2018 – 1 January 2019</td>
<td>(College reopens on 2 January 2019)</td>
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<tr>
<td>Easter holiday:</td>
<td>18 April - 23 April 2019</td>
<td>(College reopens on 24 April 2019)</td>
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<tr>
<td>Early May bank holiday:</td>
<td>6 May 2019</td>
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<tr>
<td>Spring bank holiday:</td>
<td>27 May 2019</td>
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**Key events**

- Student Welcome Social: TBC
- Postgraduate Awards Ceremonies: May 2019
- Imperial Festival and Alumni Festival: May 2019
2. Programme Information

Overview

Our degrees in Cardiovascular and Respiratory Healthcare are designed for people from a wide range of healthcare backgrounds, including:

- healthcare scientists
- nurses
- physiotherapists
- advanced practitioners

It will take you through a programme of learning to deepen your knowledge and skills in cardiovascular and respiratory healthcare, enabling you to enhance your career in your chosen field.

The multidisciplinary lecturers will draw on their clinical and research experience at national and international level to facilitate your learning.

You will have the opportunity to discuss new technologies for the prevention, diagnosis and management of ill-health and their impact on the delivery of person-centred healthcare.

The course is flexible and modular, and available as a full- or part-time MSc, delivered over one or two years.

It is delivered through a combination of face-to-face and distance learning.

The programme takes students through a programme of learning that, through the core modules and individual choice of elective modules, will enable a deepening knowledge of cardiovascular and respiratory healthcare. The programme will use a blended learning approach to facilitate student learning and enable them to revisit issues in their own time and at their own pace.

The programme will be taught by an expert faculty. The faculty will draw on their clinical and research experience at national and international level to ensure students are provided with an opportunity to engage with contemporary healthcare developments. The taught component will largely be delivered on the Royal Brompton Campus, thereby ensuring easy access to a faculty of clinical experts from the associated Royal Brompton Hospital.

Programme Aims and Objectives

Aim: Graduates will develop the knowledge and skills to enhance their leadership in their chosen field in cardiovascular and respiratory healthcare.

Postgraduate Certificate:

On successful completion of this programme of study the student will be able to:

- Demonstrate systematic knowledge of cardiovascular and/or respiratory healthcare and its evidence base
- Explain and communicate the importance of an evidence-based and person-centred approach to the delivery of cardiovascular and/or respiratory healthcare
- Acquire the skills of self-direction and leadership within the clinical healthcare agenda of their specialty
Postgraduate Diploma:

On successful completion of this programme of study the student will achieve the learning outcomes of the postgraduate certificate PLUS be able to:

- Critique research-based and person-centred approaches to the delivery of cardiovascular and/or respiratory healthcare
- Review the processes and methods of collecting, analysing and interpreting data
- Reflect on decisions in the face of complexity or uncertainty in some clinical contexts
- Analyse and participate in debates at the frontiers of the discipline’s healthcare agenda
- Exercise the skills of self-direction and leadership within the healthcare agenda of their specialty.

MSc Cardiovascular Healthcare:

On successful completion of this programme of study the student will achieve the learning outcomes of the postgraduate diploma PLUS be able to:

- Collect, analyse and interpret data in cardiovascular and/or respiratory healthcare
- Generate novel findings and disseminate them to the wider research community and to other audiences.
- Apply high standards of judgment to clinical research and healthcare
- Continuously develop the skills needed to take a role in setting the healthcare agenda within their specialty.

Structure

MSc students only: A Masters in ‘Cardiovascular and Respiratory Healthcare’ is awarded based on the selection of specialist modules and the research project topic:

- **MSc Cardiovascular and Respiratory Healthcare**: Core modules plus four specialist elective modules. At least one specialist elective module must be from each theme (Cardiovascular, Respiratory and Combined)
- **MSc Cardiovascular and Respiratory Healthcare (Cardiovascular Care)**: Core modules plus four specialist elective modules. 3 out of 4 specialist elective modules need to be from cardiovascular and combined themes
- **MSc Cardiovascular and Respiratory Healthcare (Respiratory Care)**: Core modules plus four specialist elective modules. 3 out of 4 specialist elective module modules need to be from respiratory and combined themes
- **MSc Cardiovascular and Respiratory Healthcare (Nursing)**: Core modules plus ‘Quality in Cardiovascular & Respiratory healthcare with e: health’ and Clinical Examination & history taking plus two specialist elective modules from either cardiovascular or respiratory theme

For part-time students undertaking the PG Dip or PG Cert: The course length for each award can vary according to student choice and the availability of the modules. Part-time students who wish to complete the award within the minimum periods allowed for part-time study (e.g. 6 months for PG Cert and 18 months for PG Dip) may have less elective module choice and will be subject to a greater intensity of study. Please talk to the course director who will be able to advice on the timetabling of elective choices
Why Study With Us?

We believe our programme offers a truly unique and highly fulfilling student experience as:

- The programme will be delivered by experts and invited outside speakers who are experts in their field.
- Imperial College has a world-renowned reputation as it is currently rated in the top ten worldwide. In the most recent Times survey of the best Universities to study in the UK it was rated 3rd, with high scores for research, teaching and the student experience.
**Entry Criteria**

<table>
<thead>
<tr>
<th>Academic Requirement</th>
<th>Normally a UK Honours Degree at 2:1 (or equivalent) in a relevant medical, biomedical or healthcare subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Requirements</td>
<td>None</td>
</tr>
<tr>
<td>Applicants who do not meet the academic requirements above but who have substantial relevant clinical experience may be admitted following completion of the ‘special case’ procedure. (Evidence of clinical experience and completion of the Special Qualifying Examination [in line with College regulations]).</td>
<td></td>
</tr>
<tr>
<td>English Language Requirement</td>
<td>Standard Requirements: IELTS 6.5 with a minimum of 6.0 in each element or equivalent</td>
</tr>
</tbody>
</table>

**Application and Registrations**

Students register for the qualification they wish to exit with: PG Cert, PG Dip or MSc. MSc students registered for the umbrella title of Cardiovascular and Respiratory Healthcare and graduate with a specialism title according to their choice of electives.

Students registered for the PG Cert who wish to continue on the programme without a break can transfer their registration to the PG Dip or MSc after completing the core module (‘Cardiovascular and Respiratory Healthcare’) and 2 other modules, provided they have demonstrated satisfactory academic progress.

Students registered for the PG Dip can transfer their registration to the MSc after completing the core modules (‘Cardiovascular and Respiratory Healthcare’, ‘Study design’ and ‘Reflection and evaluation of clinical practice’) and two further modules, provided they have demonstrated satisfactory academic progress.

Students who register for and successfully complete the PG Cert may use the credit gained towards registration for the PG Dip or the MSc at a later point, provided that the PG Dip is completed within 4 years and the MSc is completed within 5 years, from initial registration for the Postgraduate Certificate. These students may be asked to surrender the associated PG Cert and/or PG Diploma on registration for the higher award.

Students who register for and successfully complete the PG Dip may use the credit gained towards the MSc, provided that the MSc is completed within 5 years of their initial registration. These students may be asked to surrender the associated PG Dip on registration for the MSc.

**Course Length**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length</th>
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<tbody>
<tr>
<td>MSc</td>
<td>1 year (12 month) full-time</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>6-9 months FT / 18-21 months PT</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>6-9 months part-time</td>
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</tbody>
</table>
## Course Structure

### MSc: Full-time (1 year/12 months)

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</thead>
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<table>
<thead>
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<th>Elective Modules (total x 4)</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</thead>
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<table>
<thead>
<tr>
<th>Projects</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</table>

### MSc: Part-time (2 years/24 months)

#### MSc: Year One

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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<table>
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<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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<thead>
<tr>
<th>Projects</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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#### MSc: Year Two

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<th>Core Modules</th>
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<th>Term Four</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Elective Modules (total x 2)</th>
<th>Pre-session</th>
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<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</table>

<table>
<thead>
<tr>
<th>Projects</th>
<th>Pre-session</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</tbody>
</table>

### PG Diploma

#### PG Dip: Full-Time (6-9 months)

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Pre-session</th>
<th>Term one</th>
<th>Term two</th>
<th>Term Three</th>
<th>Term Four</th>
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<td>1</td>
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<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Elective modules (totalx4)</th>
<th>Pre-session</th>
<th>Term one</th>
<th>Term two</th>
<th>Term Three</th>
<th>Term Four</th>
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</thead>
<tbody>
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<td>0-1</td>
<td>0-4</td>
<td>0-3</td>
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</table>
Module Overview

Core modules

Cardiovascular and Respiratory Healthcare: Core Science:

This module provides an overview of cardiovascular and respiratory health and wellbeing. It covers cardiovascular and respiratory anatomy and physiology, the epidemiology of cardiovascular and respiratory disease, the concepts of health and well-being and physiological changes associated with haemorrhage, immobility and bed rest. It will also discuss the integration of anatomy and physiology to the delivery of person-centred healthcare.

Study Design:

This module covers the principles and practice of quantitative and qualitative research. It will cover key issues in critically evaluating various methodologies and provide a strong foundation for conducting your own research.

Reflection and Evaluation of Clinical Practice:

This module will help you develop a broad understanding of the practice of cardiovascular and respiratory healthcare. You will have an opportunity to observe relevant clinical practice, reflect on the realities and limitations that professionals and service providers face and identify recommendations for service improvement.
Optional modules

Clinical Examination and History Taking:

This module discusses how to perform a systematic cardiovascular and respiratory clinical history and examination and explore its contribution to the clinical management plan. You will develop your skills in performing a clinical history and examination in relation to the assessment and management of the patient with cardiovascular and respiratory disease.

Innovation in Management of Cardiovascular Disease: Acute and Community:

This module will provide a comprehensive background to develop understanding of the therapeutic interventions (pharmacological and non-pharmacological) for commonly encountered cardiovascular diseases. Teaching will concentrate on the aetiology, pathophysiology and treatment of common cardiovascular conditions such as coronary heart disease, cardiomyopathies and arrhythmias. You will be introduced to diagnostic evaluation, including basic imaging, as well as - where relevant - genetic tests. You will review the contemporary use of pharmacological and device therapies in personalising clinical practice and will also learn about the management of anxiety and depression and how to optimise self-care.

Heart Failure - Prevention and Management:

This module will explore the state-of-the-art knowledge of the prevention and management of heart failure. It will cover the epidemiology, aetiology and altered physiology, the heart failure trajectory symptoms and prognosis. The evidence for pharmacological and non-pharmacological management will be explored alongside life-style advice and self-care. The common comorbidities associated with heart failure will also be covered. Key issues in setting up a heart failure service will be discussed.

Cardiovascular Health - Prevention and Rehabilitation:

This module will consider the primary and secondary prevention of cardiovascular disease and rehabilitation of people with established heart disease. Different approaches to management of risk will be covered and will include the technologies and assessment tools commonly used in behaviour change.

Respiratory Failure and Support:

This module will review the pathophysiology of common diseases leading to respiratory failure. It will cover the technologies used for respiratory support and airway management, methods of weaning from respiratory support and concepts related to setting up a respiratory support service. The mechanisms and management of sleep and sleep disordered breathing will also be included.

Care and Management of the Adult and Child with Cystic Fibrosis:

In this module you will review key issues in the contemporary management of the individual with cystic fibrosis: from birth to death. This will include the complications of cystic fibrosis to other body systems, diagnostic tools (such as imaging, lung function, microbiology), personalised therapy and key issues in self-care. The module will also review the psychosocial consequences of cystic fibrosis to the patient and family. Our cystic fibrosis module is internationally recognised.

Pulmonary Rehabilitation and Community Respiratory Care:

This module will introduce you to the components of integrated respiratory care and how they contribute to the health and well-being of patients with chronic respiratory disease. You will review the evidence behind key therapies such as pulmonary rehabilitation, oxygen therapy, non-invasive ventilation and smoking cessation. You will also explore how to assess the chronic respiratory patient in the home setting particularly in the exacerbation and post-hospital discharge setting. This will include exploring the patient (and caregiver) needs and identifying specific palliative care therapies.
Quality in Cardiovascular and Respiratory Healthcare Delivery with e-Health:

This module will cover key knowledge and skills necessary for taking a leadership role within healthcare. Technologies that facilitate the delivery of a modern and personalised healthcare service will also be discussed; such as e-health (patient held devices, fitness and well-being technologies, remote monitoring) and their impact on the delivery of quality healthcare from a patient perspective.

Projects and Project Allocations

The Research Project is a core requirement for the MSc course. It will involve:

- Identifying and/or focusing on an important research question
- Designing, planning and undertaking the project
- Critically analysing and drawing conclusions from the data

We offer four types of project:

- Primary research using quantitative or qualitative methods
- Systematic review or qualitative synthesis of the literature
- An analysis of data from research databases or registries
- Clinical service improvement

The research project can be undertaken in a variety of settings. However it will be supervised by an Imperial College London supervisor who will provide guidance and support for developing the research question, design of the project and data collection, thesis writing and oral presentation.

<table>
<thead>
<tr>
<th>MSc Research Project Deadlines</th>
<th>Assessed oral presentation – February/March 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Dissertation thesis – Early September</td>
</tr>
<tr>
<td></td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>Oral presentation – mid September 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed presentation. This will typically be a</td>
<td>Practical</td>
<td>10%</td>
</tr>
<tr>
<td>presentation of the background and methodology of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation: 10-12,000 write-up</td>
<td>Coursework</td>
<td>80%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Practical</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Arrangements during Projects**

Students will have the opportunity to select a project from a list released in the autumn term or to identify a project themselves. The research topic should be finalised by the end of term. An Imperial College supervisor will be allocated early in the Spring term. Students are encouraged to set up a first meeting with their supervisors soon after this and to maintain regular contact. Opportunities for formative feedback will be available from the Study Design Team on three occasions during the academic year. At these meetings, students will present their progress, which will allow identification of problems should they arise. Summative assessments will include a brief slide presentation at the end of February outlining the rationale for the research question and methods, a thesis which is a write up of the project and a viva following submission of the dissertation.

**Imperial Mobile app**

Don’t forget to download the free Imperial Mobile app for access to College information and services, including your programme timetable, College emails and a library catalogue search tool.

![Imperial Mobile app](https://www.imperial.ac.uk/imperialmobile)

**Imperial Success Guide**

The Imperial Success Guide is an online resource with advice and tips on the transition to Master’s level study. More than just a study guide, it is packed with advice created especially for Imperial Master’s students, including information on support, health and well-being and ideas to help you make the most of London.

![Imperial Success Guide](https://www.imperial.ac.uk/success-guide)
3. **Assessment**

**Award classification**

Clear criteria for marking written work, oral presentations and research dissertations will be used for assessments across all modules to ensure consistency in marking. MSc is classified as follows, the Postgraduate Certificate and Postgraduate Diploma are not classified.

**Postgraduate Certificate:**

A student must achieve an aggregate mark of 50% for each module. Students must pass all module assessments with at least 40% regardless of the aggregate mark for the module. Provided a candidate has achieved at least 50% in each module overall, they will be awarded a result of pass.

**Postgraduate Diploma:**

A student must achieve an aggregate mark of 50% for each module. Students must pass all module assessments with at least 40% regardless of the aggregate mark for the module. Provided a candidate has achieved at least 50% in each module overall, they will be awarded a result of pass.

**MSc:**

The MSc is divided into three programme elements as shown in the Assessment Structure Table above. One agreed mark will be returned for each element.

Within an element students must pass all modules with at least 50% overall (where no individual assessment is less than 40%).

**Pass:** Provided a candidate has achieved at least 50% in each programme element (and therefore the programme overall), they will be awarded the result of pass.

**Merit:** A candidate must achieve at least 60% in each programme element in order to be awarded a merit.

**Distinction:** A candidate must achieve at least 70% in each programme element in order to be awarded a distinction.

The 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.

The 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.

Candidates will normally only be considered for promotion to pass (PG Dip/PG Cert) or for pass, merit or distinction (MSc) if their aggregate mark is within 2.5% of the relevant borderline. Candidates whom the Board of Examiners deem 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 will be credited to bring the candidate’s aggregate mark into the higher range. A viva will normally be called to examine students who are being considered for promotion to a higher degree classification.
## Assessment Structure for MSc

<table>
<thead>
<tr>
<th>Programme Elements</th>
<th>ECTS</th>
<th>% Weighting</th>
</tr>
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<tbody>
<tr>
<td><strong>Core modules:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cardiovascular and Respiratory Healthcare: 15 ECTS</td>
<td>30</td>
<td>33.3%</td>
</tr>
<tr>
<td>• Study design: 7.5 ECTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflection and Evaluation of clinical practice: 7.5 ECTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elective modules (4 x 7.5 ECTS specialist modules equally weighted)</strong></td>
<td>30</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Research Project (written report of 10-12,000 words and oral assessment)</strong></td>
<td>30</td>
<td>33.3%</td>
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<td><strong>Total</strong></td>
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## Assessment Structure for PG Diploma

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<td><strong>Core modules:</strong></td>
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</tr>
<tr>
<td>• Cardiovascular and Respiratory Healthcare: 15 ECTS</td>
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<tr>
<td>• Reflection and Evaluation of clinical practice: 7.5 ECTS</td>
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<tr>
<td><strong>Elective modules (4 x 7.5 ECTS specialist modules equally weighted)</strong></td>
<td>30</td>
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<td><strong>Total</strong></td>
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## Assessment Structure for PG Certificate

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<tr>
<td>• Cardiovascular and Respiratory Healthcare: 15 ECTS</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>• Elective specialist modules (7.5 credit) OR 1 x elective specialist module (7.5 credit) PLUS Reflection and Evaluation of clinical practice (7.5 credit)</td>
<td>7.5</td>
<td>25%</td>
</tr>
<tr>
<td>• Elective specialist modules (7.5 credit) OR 1 x elective specialist module (7.5 credit) PLUS Reflection and Evaluation of clinical practice (7.5 credit)</td>
<td>7.5</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
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Modes of assessment

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Assessment will be aligned with the learning outcomes for each module.</th>
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<tbody>
<tr>
<td></td>
<td>Assessment methods include:</td>
</tr>
<tr>
<td></td>
<td>• Research project thesis and oral presentation (MSc students only)</td>
</tr>
<tr>
<td></td>
<td>• Written case study reports</td>
</tr>
<tr>
<td></td>
<td>• Written examination (long answers around data or case study</td>
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<tr>
<td></td>
<td>interpretation, short answers and MCQ)</td>
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<tr>
<td></td>
<td>• Practical examination</td>
</tr>
<tr>
<td></td>
<td>• Assessed journal club</td>
</tr>
<tr>
<td></td>
<td>• Oral presentations</td>
</tr>
</tbody>
</table>

Research Report

WARNING: This always takes much longer than you think it will, so you should start well in advance of the submission date.

Structure and Presentation

The thesis is limited to 10,000 – 12,000 words excluding references, figure legends and appendices. Please clearly state the word count on the title page. Examiners will be instructed to ignore all material above the word count. Please note that 80% of the project mark will for the written report, 10% for the oral presentation and 10% for the assessed presentation. This assessed presentation will typically be a presentation of the background and methodology of the project. The research performance will be judged by your supervisor, the report and presentation will be marked by independent markers.

We require electronic submission of your report on the virtual learning environment (Blackboard) by the deadline specified by the course director. Unless there are exceptional circumstances, late submissions will receive a mark of zero.

It should be divided into the following sections:

- Title Page
- Statement of Originality
- Abstract
- Acknowledgements
- Table of Contents
- Abbreviations
- Introduction
- Materials and Methods
- Results
- Discussion
- References
- Appendices (if required, and the need for inclusion should be briefly justified)

The thesis should be typed, using Arial or Verdana font (minimum size of 11 point), double spaced and with at least 2cm margins on all sides. Each major section (Introduction, Materials and Methods etc.) should start at the top of a new page. Paragraphs should be made clearly visible either by indenting the first line (by 5 spaces) or by leaving an additional blank line between paragraphs.

The thesis should be written in your own words (see notes on plagiarism APPENDIX I).
Title Page

The title page should present

- the title of the project
- your name
- your supervisors’ name(s) (clearly indicated as supervisor)
- an indication that the thesis is written for the MSc in Cardiovascular and Respiratory Healthcare
- the date of submission
- the word count

Statement of Originality

It is very common that an MSc project will continue work started by another researcher in the same lab. Occasionally, it may also be appropriate to include data obtained by other researchers, for example from the published literature or by other members of your research group. You must therefore include a statement of originality on a separate page at the beginning of the thesis as follows.

'I certify that this thesis, and the research to which it refers, are the product of my own work, conducted during the current year of the MSc in Cardiovascular and Respiratory Healthcare at Imperial College London. Any ideas or quotations from the work of other people, published or otherwise, or from my own previous work are fully acknowledged in accordance with the standard referencing practices of the discipline.'

In addition to this wording, the statement should clearly and specifically acknowledge any work of other researchers which you have used, and clearly state which parts of the research were performed by you. For example, 'blood samples for this work were kindly donated by Dr. X from XX lab' or 'The cell lines used in this work were the product of a previous PhD kindly provided by XXX.' The work of others should only be included when it significantly aids the understanding of your data and the source of the data must additionally be clearly acknowledged in both the main text of the thesis and the figure/table legends.

Note that this statement and acknowledgement applies both to the work of others and any work performed by you in previous projects at Imperial College or elsewhere.

Abstract

This should give a brief summary of the purpose of your study, the techniques that your chose to use, the major findings and a discussion of the technical aspects and academic significance of these results. The abstract should be approximately 500 words long.

Acknowledgements (optional)

You can also use this section to acknowledge anyone who supported you in the project, this includes any organisation that may be funding your studies.

Abbreviations.

You should list on a separate page all the abbreviations that you have used in your thesis. Many of these are standard, e.g.

- PBS phosphate buffered saline
- Ig immunoglobulin
- FITC fluorescein isothiocyanate

Try not to invent too many abbreviations of your own, as it can make it hard work for your examiner to read. In addition, the first time that you use an abbreviation in the main text, you must define it, e.g.
Antibodies were diluted in phosphate buffered saline (PBS)

The next time you can simply use the abbreviation, e.g.

Sections were rinsed three times in PBS

You must be consistent. Once you have defined an abbreviation, always use the same abbreviation and do not revert to the original words.

**Introduction**

This should provide the background literature to the area in which you did your research, together with a discussion of the specific work, published and unpublished, that led to your own research project. A final paragraph should introduce the specific topic and aims of your research work.

**Materials and Methods**

This section should describe the reagents, cells etc. that you used and the methods that you carried out. This should give sufficient detail such that someone could read the protocol and then repeat the experiment themselves. Commercial reagents should have their source (i.e. the company and country) in brackets after they are mentioned for the first time, but not on subsequent occasions, e.g.

Monoclonal antibody LP34 (Dakopatts, Denmark) was used to detect epithelium. Epithelial cells in the thymic medulla labelled more strongly with LP34 than those in the cortex.

**Results**

Obviously the exact way in which you present your data will depend upon the nature of your data. However, the following general rules apply to all studies. Your data should be concisely described in the text. Details should be presented as Figures (e.g. graphs, photomicrographs) and Tables. Figures and Tables should each be numbered (e.g. Fig. 1, Fig. 2 etc., Table 1, Table 2 etc.) and should be referred to in the appropriate position in the text, e.g. 'The activity of the protein was induced approximately ten fold (Table 1) and levels of the protein itself were elevated as shown by Western blot (Fig. 1).'

For numerical data, you should apply statistical analysis where appropriate and report statistical tests used and p-values in figure captions and/or main text.

**Discussion**

There are two aspects to a discussion, technical and academic. For the technical part you should discuss the advantages and disadvantages of the techniques that you used. You should also discuss the problems (there are always some!) that you encountered, why you think these arose and how you tried to solve them.

For the academic part you should summarise the major findings of your research data, and then discuss your interpretation of these data and what you feel is their significance in the context of work that has been published in the literature.

Finally, you should discuss future work that could be done to answer the unanswered questions that remain at the end of your work, and the direction in which you think this research might lead.

**References**

When you write your report, you will be using information that already exists, due to the work of other scientists. When you make a major statement that is based on someone's work you should quote the relevant publication; this may be an original article, a review or possibly a book. Use Vancouver or Harvard referencing style.

Do not put a reference in the Reference section of your thesis unless you have quoted it in the text.

We strongly advise that you use reference management software to build up a database of papers you read during your project. This will make it much easier to produce the bibliography when you come to write up the work. Popular software such as Endnote and Reference Manager can be obtained from
the Imperial College Software Shop. See the library page on reference management for more information:

http://www3.imperial.ac.uk/library/subjectssupport/referencemanagement

**Assessment criteria**

**Marking**
All in-course assessments and examinations will be assessed by two members of teaching staff from participating departments. Marking criteria will be available on Blackboard.

**Moderation**
Assessment marks and feedback are moderated by the module lead(s) and are reviewed by the external examiner.

**Borderline cases**
All marks within 2.5% of a grade boundary are referred to the external examiner for review. You should refer to the programme specification for further information.

**Anonymity**
Written and MCQ examinations are marked anonymously. Clinical examinations, patient logs and dissertations are not. The examination board is conducted without reference to student names.

**Progression rules and re-sit/re-entry information**
You are permitted to re-enter any failed examination once, at the next sitting; this is usually within the next academic year.

If you are required to re-sit an examination you may be permitted to pay only the re-examination fee. However, if the reason for failure is because you missed a substantial amount of teaching, you may be advised to re-take the whole module to avoid failing again. In such circumstances you will be required to pay tuition fees pro-rata based on the value of the course in ECTS credits.

**Submission deadlines and examination dates**
This year’s submission dates will be published on Blackboard

All written course work is to be submitted via a Blackboard portal and will be screened using plagiarism-detection software. Stream leads will provide you with specific information on how to submit these in due course.

**Feedback**
Feedback will be appropriately tailored for the type of assessment and will be provided in a timely manner. The exact turnaround time will depend upon the length and complexity of the submission,
Instruction to Candidates for Examinations

Students who are candidates for examinations are asked to note that all examinations are conducted in accordance with the College’s Academic Regulations, the Regulations for Programmes of Study and the Examination Regulations.

Instructions for exam candidates can be found here:


Academic Integrity and Academic Misconduct

As your programme of study continues, you will be taught the concept of academic integrity and how you can ensure that any work that you complete now, or in the future, conforms to these principles. This means that your work acknowledges the ideas and results of others, that it is conducted in an ethical way and that it is free from plagiarism.

Academic misconduct is the attempt to gain an academic advantage, whether intentionally or unintentionally, in any piece of assessment submitted to the College. This includes plagiarism, self-plagiarism, collusion, exam offences (cheating) or dishonest practice. Full details of the policy can be found at:


Definitions of the main forms of academic misconduct can be found below:

Plagiarism

Plagiarism is the presentation of another person’s thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse.

Plagiarism must be avoided, with particular care on coursework, essays, reports and projects written in your own time and also in open and closed book written examinations.

Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.
Collusion:
This is the term used for work that has been conducted by more than one individual, in contravention of the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated under the Academic Misconduct procedure.

Exam offences
Exam offences include behaviour such as bringing authorised material into an exam, attempting to communicate with others apart from the invigilator, trying to remove examination material without permission, taking an exam for someone else or getting someone else to take an exam for you.

Dishonest practice
Examples of dishonest practice include bribery, contact cheating (buying work from an essay mill or other individual to submit as your own), attempting to access exam papers before the exam, making a false claim for mitigating circumstances or providing fraudulent evidence, falsifying documentation or signatures in relation to assessment.

4. Board of Examiners

There will be a Final Exam Board in September to award the MSc to students registered for that programme.

The Board of Examiners will comprise of the Programme Director, Programme Organiser, Module Leaders and External Examiners, in line with College policy.

External Examiner

👤 TBC

It is common for Master’s level students to have some form of academic or social interaction with their external examiners at some point during or after their studies as well as during the assessment process itself.

It is inappropriate for you to submit complaints or representations direct to external examiners or to seek to influence your external examiners. Inappropriate communication towards an examiner would make you liable for disciplinary action.

A summary of external examiners’ reports from the previous academic year for other courses can be found here:

🔗 www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/external-examining/information-for-staff
5. Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

Your main locations of study

- Royal Brompton Campus, Dovehouse Street, London, SW3 6LY
- Hammersmith Campus, Du Cane Road, London, W12 0NN
- South Kensington Campus, Exhibition Road, London, SW7 2AZ

Facilities

Computer access and printing is available at the library within the Guy Scadding Building on the Royal Brompton Campus, the Commonwealth building on the Hammersmith Campus, and the main library on the South Kensington Campus.

Shuttle bus

A free shuttle bus runs between our South Kensington, White City and Hammersmith Campuses on weekdays. Seats are available on a first-come, first-served basis. You need to show your College ID card to board. Download the timetable at:

- [www.imperial.ac.uk/estates-facilities/travel/shuttle-bus](http://www.imperial.ac.uk/estates-facilities/travel/shuttle-bus)

Maps

Campus maps and travel directions are available at:

- [www.imperial.ac.uk/visit/campuses](http://www.imperial.ac.uk/visit/campuses)

Accessibility

Information about the accessibility of our South Kensington Campus is available online through the DisabledGo access guides:

- [www.disabledgo.com/organisations/imperial-college-london-2](http://www.disabledgo.com/organisations/imperial-college-london-2)

Smoke-Free Policy

All Imperial campuses and properties are smoke-free. This means that smoking by staff and students is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.

- [www.imperial.ac.uk/smoke-free](http://www.imperial.ac.uk/smoke-free)
6. Placements

The College defines a placement as:

“work experience, assessed project work, a period of course-based study or a period of research (for which academic credit is awarded and/or where the student remains subject to College student regulations during the relevant period) and where there is a transfer of direct supervision of the student to a third party (i.e. where a member of staff at the third party acts as the day-to-day supervisor/manager) for a period of two weeks or more.”

Academic departments are responsible for managing any study or work placement which forms part of your degree programme. It is expected that you will contribute to the process of planning your placement.

For guidance on this, see the College’s Placement and Learning Policy and associated good practice:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/placement-learning

For NHLI-specific information on placements, please contact the Departmental Placement Manager:

TBC

For more information on placements visit the Placements website:

www.imperial.ac.uk/placements

If you are considering/planning a placement outside the UK you should also refer to the Placement Abroad Handbook:

www.imperial.ac.uk/placements/information-for-imperial-college-students
7. Working While Studying

If you are studying full time, the College recommends that you do not work part-time during term time. If this is unavoidable we advise you to work no more than 10–15 hours per week, which should be principally at weekends and not within normal College working hours.

Working in excess of these hours could impact adversely on your studies or health.

If you are here on a Tier 4 visa you can work no more than 20 hours a week during term time. Some sponsors may not permit you to take up work outside your studies and others may specify a limit.

If you are considering part-time work during term time you are strongly advised to discuss this issue with your supervisor or Personal/Senior Personal Postgraduate Tutor. If you are on a Tier 4 visa you should also seek advice from the International Student Support team regarding visa limitations on employment.

The College’s examination boards will not normally consider as mitigating circumstances any negative impact that part-time work during term-time may have had on your performance in examinations or in other assessed work. Examinations or vivas cannot be rescheduled to accommodate your part-time working arrangements.
8. Health and Safety

You are responsible for looking after your own health and safety and that of others affected by your College-related work and leisure activities. You must:

- comply with all local and College policies, procedures and codes of practice and with the arrangements which the College has in place to control health and safety risks.
- ensure that your activities do not present unnecessary or uncontrolled risks to yourself or to others.
- attend appropriate induction and training.
- report any accidents, unsafe circumstances or work-related ill health of which you become aware to the appropriate person.
- not interfere with any equipment provided for Health and Safety.
- inform your supervisor or the person in charge of the activity in cases where you are not confident that you are competent to carry out a work or leisure activity safely, rather than compromise your own safety or the safety of others.

The College’s Health and Safety Statement can be found at:


Your Departmental Safety Contact

Gareth Hyde
Hammersmith
+44 (0)20 7594 2724
g.hyde@imperial.ac.uk

You may be required to complete inductions and attend training sessions to complete this course safely, including a campus health and safety induction. The NHLI induction will contain an initial introduction to safety within the department, and your course director will then provide you with course-specific information.

The College Safety Department

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College’s activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.

All College activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.

Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:

www.imperial.ac.uk/safety
To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the Safety Department directly.

**Occupational Health requirements**

The College Occupational Health Service provides services to:

- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.

[www.imperial.ac.uk/occupational-health](http://www.imperial.ac.uk/occupational-health)

For laboratory work with human blood, serum or unfixed tissue, a HepB vaccination is recommended unless samples have been actively screened for hepatitis or sourced from a screened population. Please contact Occupational Health to arrange a vaccination. Vaccination is not required if you are not directly involved in handling blood. Any individuals working with laboratory animals must register with Occupational Health and enrol on the health screening program.

**Your Faculty Safety Advisors**

Mr Sukwinder Singh  
Hammersmith [all areas except Burlington Danes & Commonwealth Buildings], White City  
+44 (0)7714 051 213 (mobile)  
[sukwinder.singh@imperial.ac.uk](mailto:sukwinder.singh@imperial.ac.uk)

Ms Helga Koch  
South Kensington, Royal Brompton, C&W, Harefield  
+44 (0)20 7594 7963  
[helga.koch@imperial.ac.uk](mailto:helga.koch@imperial.ac.uk)

Ms Heather Combe  
Charing Cross, Hammersmith [Burlington Danes & Commonwealth Buildings], White City  
+44 (0)7714 051 504 (mobile)  
[h.combe@imperial.ac.uk](mailto:h.combe@imperial.ac.uk)

Ms Diane Thomason  
St. Mary's, Northwick Park  
+44 (0)20 7594 3821  
[diane.thomason@imperial.ac.uk](mailto:diane.thomason@imperial.ac.uk)
9. **College Policies and Procedures**

### Regulations for Students

All registered students of the College are subject to the Regulations for Students, the College Academic and Examination Regulations and such other regulations that the College may approve from time to time.

- [www.imperial.ac.uk/about/governance/academic-governance/regulations](http://www.imperial.ac.uk/about/governance/academic-governance/regulations)
- [www.imperial.ac.uk/students/terms-and-conditions](http://www.imperial.ac.uk/students/terms-and-conditions)

### Academic Feedback Policy

We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:

- [http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf](http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf)

#### Academic Feedback Policy

Feedback will be normally provided within two - four weeks of submission of the assessment in order to facilitate learning and preparation for the next pieces of work. The exact turnaround time will depend upon the length and complexity of the submission. Where this is longer then students will be told when they may expect to receive their feedback. Following examinations, feedback and provisional marks will normally take place within two - four weeks.

Feedback will be provided through a variety of formats including:

- Written
- Personal discussion with module leader and/or personal tutor (during office hours)

### Provisional Marks Guidance

Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:

Late Submission Policy
You are responsible for ensuring that you submit your coursework assessments on time and by the published deadline. Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission. Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marking-and-moderation/Late-submission-Policy.pdf

Academic Misconduct Policy and Procedures
It is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Plagiarism is scientific misconduct, and students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College’s Misconduct Policy and Procedures.

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Appeal and Complaints Procedures
We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency. In the event that you believe that you have grounds for complaint about academic or administrative services, or wish to appeal the outcome of an assessment or final degree, we have laid out clear and consistent procedures through which complaints and appeals can be investigated and considered:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure
The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/

Intellectual Property Rights Policy
For further guidance on the College’s Intellectual Property Rights Policy is available on the College website:

www.imperial.ac.uk/students/enterprising-students/intellectual-property/

Use of IT Facilities
View the Conditions of Use of IT Facilities:

http://www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/
10. Animal Research

Understanding the basic biology of infections, injuries and chronic diseases is an essential step in finding new treatments and cures. From cancer to malaria and war wounds to heart disease, research using animals forms an important element of Imperial's work.

The College believes that the use of animals in research is vital to improve human and animal health and welfare. Animals may only be used in research programmes where their use is shown to be necessary for developing new treatments and making medical advances.

Imperial is committed to ensuring that, in cases where this research is deemed essential, all animals in the College's care are treated with full respect, and that all staff and students involved with this work show due consideration at every level.

For more information please see:

www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/animal-research

11. Well-being and Advice

Student Space
The Student Space website is the central point for information on health and well-being.

www.imperial.ac.uk/student-space
Departmental Support and College Tutors

Your Department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time here. This includes:

Personal Postgraduate Tutor

The Department's Personal Postgraduate Tutor can offer pastoral support and advice. You can arrange to have a meeting with them at any time during your studies – what you discuss will be completely confidential.

If necessary they will direct you to an appropriate source of support.

The tutor support system for NHLI students is overseen by Dr Duncan Rogers, NHLI Deputy Director of Education (Welfare).

Dr Duncan Rogers
duncan.rogers@imperial.ac.uk

Advice Services

The tutor system is complemented by a College-wide network of advice and support. This includes a number of specialist services.

Careers Service

The Careers Service has strong links to your Department and you will have a named Careers Consultant and Placement and Internship Adviser who will run both group sessions and individual meetings within your Department. You can arrange to meet with your linked Careers Consultant or Placement and Internship Adviser either in your Department or centrally at the South Kensington Campus on Level 5, Sherfield Building where the Careers Service is based.

Visit the Career Service’s website to:

- Book a careers appointment
- Find resources and advice on successful career planning

www.imperial.ac.uk/careers

Counselling and Mental Health

The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students. The service is free and confidential. Counsellors are available at the South Kensington, Hammersmith and Silwood Park Campuses.

www.imperial.ac.uk/counselling

Financial support and tuition fees

If you’ve got any questions about student financial support (loans, scholarships and research council studentships, US and Canadian loans) then contact the Student Financial Support team:

020 7594 9014
student.funding@imperial.ac.uk
If you suddenly find yourself in financial difficulties or experience an unexpected change in circumstances, you may be eligible to apply for emergency financial help through the Student Support Fund. The Fund offers a one-off payment of up to £2,000 to cover such emergencies as last minute accommodation and travel necessities, equipment and childcare. It does not have to be repaid.

http://www.imperial.ac.uk/students/fees-and-funding/financial-assistance/student-support-fund/

For tuition fees queries, contact the Tuition Fees team:

020 7594 8011
tuition.fees@imperial.ac.uk

Imperial College Union (ICU) Advice Centre

Imperial College Union runs the Advice Centre independently of the College with advisers on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/advice

Student Hub

The Student Hub represents a single point of contact for all key administrative information and support. The Student Hub team can help you with enquiries about:

- Accommodation (including checking contracts for private accommodation)
- Admissions
- International student enquiries
- Research degrees
- Student financial support
- Student records
- Tuition fees

Level 3, Sherfield Building, South Kensington Campus
020 7594 9444
student.hub@imperial.ac.uk
www.imperial.ac.uk/student-hub

Health Services

NHS Health Centre and finding a doctor

Even if you’re fit and healthy we recommend that you register with a local doctor (GP) as soon as you arrive in London. For help finding your nearest GP see the Student Space website:

www.imperial.ac.uk/student-space/here-for-you/find-a-doctor
There is the Imperial College Health Centre on our South Kensington Campus which you may visit during clinic hours if you’re feeling unwell. Students living within the practice catchment area are encouraged to register with the Centre.

www.imperialcollegehealthcentre.co.uk

NHS Dentist (based in the Imperial College Health Centre)
Imperial College Dental Centre offers a full range of NHS and private treatment options.

www.imperial.ac.uk/student-space/here-for-you/dentist

Disability Support

Disability Advisory Service
The Disability Advisory Service provides confidential advice and support for all disabled students and students with specific learning difficulties.

If you think you may have dyslexia or another specific learning difficulty but have never been formally assessed, the Disability Advisory Service offers initial screening appointments.

- Room 566, Level 5, Sherfield Building, South Kensington Campus
- 020 7594 9755
- disabilities@imperial.ac.uk
- www.imperial.ac.uk/disability-advisory-service

Departmental Disability Officers
Departmental Disability Officers are the first point of contact within your department. They can apply for additional exam arrangements on your behalf, and will facilitate support within your Department.

Dr Michael McGarvey
m.mcgarvey@imperial.ac.uk

More information on Departmental Disability Officers is available at:

www.imperial.ac.uk/disability-advisory-service/support/ddos

More information on procedures for the consideration of additional exam arrangements in respect of disability is available at:

Library and IT

Information and Communications Technologies (ICT)
If you’re having problems with technology (including computers, laptops and mobile devices), you can get help from ICT’s Service Desk.

📞 020 7594 9000
🌐 www.imperial.ac.uk/ict/service-desk

Software shop
The Software shop offers a variety of general and subject specific software programs and packages for free or at a discounted price for Imperial students.

🌐 www.imperial.ac.uk/admin-services/ict/shop/software

Library services
The Central Library at South Kensington is open around the clock pretty much all year. Make sure you find out who your departmental librarian is as they’ll be able to help you find resources for your subject area. Also, don’t forget to check out the Library’s range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. Alongside these physical spaces and resources, the Library provides over 170,000 electronic books, journals and databases available both on and off campus and a free document delivery service to help you source books and articles from around the UK and the rest of the world:

🌐 www.imperial.ac.uk/library

Religious support
The Chaplaincy Multi-faith Centre has chaplains from many different religions, as well as prayer rooms and information on places of worship. In addition, it runs meditation classes and mindfulness workshops for stress management. There is a student-run Islamic prayer room on campus and separate areas available for male and female Muslims.

🌐 www.imperial.ac.uk/chaplaincy

Support for International Students
English language support
The Centre for Academic English provides free in-sessional English courses for international students while they are studying. These include classes and workshops on academic language, social language, the four skills of reading, writing, listening and speaking, 1-1 consultations with a tutor to work on a piece of academic writing or an oral presentation, self-study resources in the VLE Blackboard, and the Conversation Project, which partners students with a native-speaker volunteer to practise social and conversational English.

🌐 www.imperial.ac.uk/academic-english
International Student Support team

Students from outside the UK make up around half of our student population, so our International Student Support team offers year-round support to help our international students settle into Imperial life. This includes UK visa and immigration advice and trips to different places of interest.

www.imperial.ac.uk/study/international-students
12. Student Records and Data

The Student Records and Data Team are responsible for the administration and maintenance of the student records for all students studying at the College. This includes enrolments, programme transfers, interruption of studies, withdrawals and processing of examination entry for research degree students. The team also use this information to fulfil reporting duties to the Student Loans Company, Transport for London and the UKVI, as well as other external bodies.

The Team is responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

The Student Records and Data Team produce a variety of standard document requests for both current and previous students including council tax letters, standard statements of attendance and confirmation of degree letters.

Student records and examinations

📞 +44 (0)20 7594 7268

📧 records@imperial.ac.uk

Degree certificates

📞 +44 (0)20 7594 8037

📧 certificates@imperial.ac.uk
13. Work-life Balance

The pace and intensity of postgraduate study at Imperial can be demanding so it’s important to find time for outside interests.

**Imperial College Union**

The Union’s range of 380+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

[www.imperialcollegeunion.org/about-us](http://www.imperialcollegeunion.org/about-us)

**Graduate Students’ Union**

The Graduate Students’ Union is the postgraduate arm of Imperial College Union. The GSU works alongside the Imperial College Union President to ensure that the requirements of postgraduate students are catered for. It also organises a number of academic and social events during the year.

**Physical Activity Sport**

Imperial College has a wide range of sports and activities on offer that cater for all standards and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

With an annual fee of £30 you will get use of the gym and swimming facilities on our campuses.

[www.imperial.ac.uk/sport](http://www.imperial.ac.uk/sport)
14. Student feedback and representation

Feedback from Students
The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. Feedback is thoroughly discussed by your student representatives and staff.

Student Representation
Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available on the Imperial College Union (ICU) website.

www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

Staff-Student Committee
Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback
15. **Student Surveys**

Your feedback is important to your department, the College and Imperial College Union.

Whilst there are a variety of ways to give your feedback on your Imperial experience, the following College-wide surveys give you regular opportunities to make your voice heard:

- Qualtrics lecturer/module survey
- Student Experience Survey (SES)
- Postgraduate Taught Experience Survey (PTES)

The Qualtrics lecturer/module survey runs at the end of each module. This survey is your chance to tell us about the modules you have attended and the lecturers who taught them.

Your lecturers will receive their individual numerical results and comments after the survey closes. To make the most of your opportunity to give your feedback, please do not use offensive language or make personal, discriminatory or abusive remarks as these may cause offence and may be removed from the results. Whilst this survey is anonymous, please avoid self-identification by referring to personal or other identifying information in your free text comments.

The Student Experience Survey (SES) is another opportunity to leave your views on your experience. This survey will cover your induction, welfare, pastoral and support services experience.

The Postgraduate Taught Experience Survey (PTES) is the only national survey of Master’s level (MSc, MRes, MBA and MPH) students we take part in. This is the only way for us to compare how we are doing against the national average and to make changes that will improve our Master’s students’ experience in future. PTES covers topics such as motivations for taking the programme, depth of learning, organisation, dissertation and professional development. PTES last ran in spring term 2016 and will run in spring 2018.

All these surveys are anonymous and the more students that take part the more representative the results so please take a few minutes to give your views.

The Union’s “You Said, We Did” campaign shows you some of the changes made as a result of survey feedback:

[www.imperialcollegeunion.org/you-said-we-did](http://www.imperialcollegeunion.org/you-said-we-did)

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:

[www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys](http://www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys)

For further information on surveys, please contact the Registry’s Surveys Team at:

[surveys.registrysupport@imperial.ac.uk](mailto:surveys.registrysupport@imperial.ac.uk)
16. And finally

Alumni Services

When you graduate you will be part of a lifelong community of over 190,000 alumni, with access to a range of alumni benefits including:

- discounts on further study at the College and at Imperial College Business School
- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wifi, complimentary drinks, newspapers and magazines, and daytime left luggage facility

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.

www.imperial.ac.uk/alumni

Opportunities for Further Study

For information on opportunities for further study at Imperial after you have completed your course, please visit: http://www.imperial.ac.uk/nhli/study-and-training/postgraduate-research/