Programme Specification for the PG Certificate/PG Diploma/MSc in Paediatrics and Child Health

PLEASE NOTE. This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the College for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook or on-line at http://www1.imperial.ac.uk/medicine/teaching/postgraduate/paediatricsandchildhealth/. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. Awarding Institution: Imperial College London
2. Teaching Institution: Imperial College London
3. External Accreditation by Professional / Statutory Body: Not applicable
4. Name of Final Award (BEng / BSc / MEng etc): PG Cert/ PG Dip/ MSc
5. Programme Title (e.g. Biochemistry with Management): Paediatrics and Child Health
6. Name of Department / Division: Medicine
7. Name of Faculty: Medicine
8. UCAS Code (or other coding system if relevant): Not applicable
9. Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points: Medicine

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

| Master's (MSc, MRes) | Level 7 |

11. Mode of Study: Part time

12. Language of Study: English

13. Date of production / revision of this programme specification (month/year): October 2010

14. Educational aims/objectives of the programme

The programme aims/objectives are to:

- produce graduates equipped to further careers in healthcare and in particular to enhance
- the number of individuals from multi-disciplinary backgrounds who have an understanding of the scientific basis of childhood disease as well as the most up to date and appropriate methods in the diagnosis and treatment of paediatric conditions,
- provide a solid foundation for those who intend to go on to study for an MD or PhD;

1 | PG Cert/PG Dip/MSc Paediatrics and Child Health
• develop understanding of processes involved in improving the management of paediatric patients;
• provide a training in research skills;
• provide a supportive learning environment;
• attract highly motivated students, both from within the UK and from the EU and internationally;
• develop new areas of teaching in response to the advance of scholarship and the needs of vocational training

15. Programme Learning Outcomes

1. Knowledge and Understanding

Knowledge and Understanding of:

The PG Certificate:

1. The ontogeny of systems from conception to maturity and how this affects manifestations and susceptibility to disease.
2. Early life programming covering the physiology, biochemistry, immunology and genetic influences on organ systems.
3. Evidence-based paediatrics and how different study designs can be tailored to answer different research questions.
4. Normal patterns of infant growth and development and common disorders and their causes.
5. The presentation, recognition, diagnosis, management and outcome of the conditions which most commonly cause life-threatening and chronic illness in children.
6. The concepts of leadership and management within the context of healthcare.
7. The use of innovation and improvement to develop services, whilst appropriately managing resources.

The PG Diploma:

8. The diagnosis and management of some of the more complex problems and challenges encountered within paediatrics and child health.

And the MSc:

9. The detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student’s theme of subsequent research;
10. Management and communication skills, including problem definition, project design, decision processes, teamwork, written and oral reports, scientific publications.

And will provide a solid foundation for those who intend to go on to study for an MD[Res] or PhD.

These will be delivered through:

8 taught modules that will cover both core and more specialised topics.
Dedicated training in core transferable skills.
A major research project in year two or years 2 and 3 of the programme.

Every taught module will include a piece of coursework and a number of online learning tasks which may be either individual or group-based. During the research project, feedback will be provided through the supervision process. A pro-forma will be used for the formal reporting of progress. This
will serve the dual function of ensuring that students can monitor their own progress, and of allowing the course organizers to put in place additional teaching or resources where weaknesses are identified.

2. Skills and other Attributes

**Intellectual Skills**: able to

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

In addition the PG Diploma:
4. Make decisions in complex areas of practice

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

**Practical Skills**: able to

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

In addition the PG Diploma:
9. Apply key scientific and clinical methods and concepts to analysis and management of paediatric conditions

In addition the MSc:
10. Apply key scientific and clinical methods and concepts to analysis and management of paediatric conditions
11. Plan, undertake and report either a laboratory or community-based piece of research
12. Use statistical tools and packages.

**Transferable Skills**: able to

The PG Certificate:
1. Communicate effectively through oral presentations, computer processing and presentations, written reports and scientific publications;
2. Direct own learning;
3. Integrate and evaluate information from a variety of sources;
4. Transfer techniques and solutions from one discipline to another;
5. Use Information and Communications Technology;
6. Manage resources and time;
7. Learn independently with open-mindedness and critical enquiry;

In addition the PG Diploma:
8. Learn effectively for the purpose of continuing professional development.
9. Exercise initiative and personal responsibility

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

16. The following reference points were used in creating this programme specification:
FHEQ, European Higher Education Area (EHEA), Course Handbook, RCPCH Competency Frameworks

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

The programme consists of the following modules:

The PG Certificate:
1. Science and Evidence in Paediatric Practice 10 ECTS (Core)
2. Nutrition, Growth and Development of the Child 5 ECTS (Core)
3. Recognition and Management of the Seriously Ill Child 5 ECTS (Core)
4. Organising and Delivering High Quality Care in Paediatrics and Child Health 10 ECTS (Core)

The PG Diploma:
The PG Certificate modules plus:
5. Options Module 1 - 7.5 ECTS (Option)
6. Options Module 2 - 7.5 ECTS (Option)
7. Options Module 3 - 7.5 ECTS (Option)
8. Options Module 4 - 7.5 ECTS Option)

For modules 5-8 students select 4 out of:
a. Allergy and Immunology
b. Infectious Diseases and Host Defence
c. Paediatric Ventilation
d. Serious Infection and Critical care in Children
e. Adolescent Health
f. Child Public Health and Social Paediatrics

The MSc:
9. Research project: including a taught component on research methods and dissertation 30 ECTS (Core)

The PG Certificate is offered as a 9 month part-time course comprising 4 modules - two of 10 ECTS each and two of 5 ECTS each.
The PG Diploma is offered as 2 year part-time course comprising the PG Certificate and four optional 7.5 ECTS modules
The MSc programme is offered as a part-time, three year course with an option of award after 2 years if the Dissertation project is completed successfully after this length of time. The MSc is comprised of two parts: the taught component (comprising the PG Diploma modules) and a research component. The taught components will include lectures, clinic attachments, workshops and tutorials. During the taught components students will be expected to carry out one piece of course
work relating to each module consisting of a written assignment, written examination or an oral presentation. Modules 1-4 will be taught in the first year, modules 5-8 in the second year and module 9 (Dissertation) will have taught components available from the start of Year 2. The research project will be carried out in years 2 and/or 3 for which students will submit a dissertation for examination and a viva either at the end of the 2nd or 3rd year.

The PG Certificate consists of 48 hours of lectures, 32 hours of clinic attendance, 28 hours of tutorials/workshops with course tutors (online and face to face) and 150 hours of Blackboard tasks, giving a total of 258 hours of teaching. Students will be expected to spend 322 hours of private study and a further 170 hours on assessed coursework. Assessed coursework will include essays and reports with a word limit of 2000-2500 words; written examinations and practical examinations.

The Postgraduate Diploma comprises a further 40 hours of lectures, 16 hours of clinic attendance, 8 hours of tutorials/workshops with course tutors (online and face to face) and 180 hours of Blackboard tasks, giving a further 244 hours of teaching. Students will be expected to spend a further 288 hours of private study and a further 220 hours on assessed coursework.

The MSc comprises a further 20 hours of lectures, 30 hours of tutorials/workshops with course tutors (online and face to face) and 50 hours of Blackboard tasks, giving a further 100 hours of teaching. Students will be expected to spend a further 288 hours of private study and a further 450 hours on assessed coursework.

Overall the MSc consists of 108 hours of lectures, 48 hours of clinic attendance, 66 hours of tutorials/workshops with course tutors (online and face to face) and up to 380 hours of Blackboard tasks, giving a total of 602 hours of teaching. Students will be expected to spend 810 hours of private study and a further 840 hours on assessed coursework.

A total of 90 ECTS are required for the Masters degree to be awarded.

**Year One:**

**Term one:**

Science and Evidence in Paediatric Practice (Core) 10 ECTS

It will focus on the ontogeny of systems from conception to maturity and the way in which this affects susceptibility and manifestations of disease. Study of early life programming in cardiovascular disease, metabolic syndrome, respiratory conditions and allergy will cover mechanisms such as gene/environment interactions and epigenetics. Individual organ systems will be covered in detail including maturation, physiology, biochemistry, genomics and proteomics. Current understanding of neurodevelopment from studies of the preterm brain, and long term consequences of extreme prematurity will be covered. Immunology, biochemistry and haematology will be presented in ways that clarify what may go wrong during childhood and how laboratory tests should be employed and interpreted. Evidence based paediatric practice sessions will teach students how to critically appraise the literature, including hypothesis formulation, the contribution of epidemiology and qualitative research to practice and how to design appropriate clinical research studies. Assessment will be by an examination incorporating extended matching items and one best answer questions and a written assignment constructing a research hypothesis and design of a study to test the hypothesis.

**Term Two:**

Nutrition, Growth and Development of the Child (Core) 5 ECTS

Topics covered will include normal control of fetal growth and disorders of growth pre-birth and genetic and environmental influences on growth before birth. Normal patterns of infant growth will be explored as well as common disorders, including behavioural feeding problems. Faltering and excess weight gain will be discussed. The influence of allergy and food intolerance as a growth problem will be looked at from an epidemiological, immunological and clinical standpoint. The course will cover
hormonal control of growth throughout childhood and important disorders. Specific nutritional problems common in infancy- Vitamin D, iron deficiency and the public health aspects of common disorders of infant and child nutrition will be explored as well as control of puberty and common variants and the investigation of abnormalities of growth throughout childhood. Assessment will be by written assignment.

And:

Recognition and Management of the Seriously Ill Child (Core) 5ECTS

This module will cover the presentation, recognition, diagnosis, management and outcome of the conditions which most commonly cause life-threatening illness in children of all ages. It will develop knowledge of the epidemiology, pathophysiology and therapeutic principles of serious illness in childhood and provide experience of the skills and techniques required to diagnose, monitor and treat these conditions. Examples of illness covered in the modules include: Infection, Haematology, Trauma, Respiratory, Renal, Anaphylaxis, Surgical conditions, cardiology, neurology, neonatology. Current research themes with a potential impact on diagnosis and treatment will be explored. Assessment will be by evidence based case history.

Term Three:

Organising and Delivering High Quality Care in Paediatrics and Child Health (Core) 10 ECTS

This module will be focused on the organisation and delivery of high quality healthcare for children and young people. Students will develop an understanding of how their own individual behaviours, and those of the teams within which they work can have a significant influence on the quality of care delivered. The module will include components on managing people and performance and examine how leadership, collaboration and networked healthcare can impact on the quality of care provided. The module will have a significant component on using innovation and improvement to develop services, whilst appropriately managing resources. Learners will experience strategies to facilitate and then evaluate the impact of change using appropriate examples from their settings and practices. Assessment will be in the form of a written quality improvement project.

Year Two (2 Year Option)

A choice of 4 out of:

Allergy and Immunology (7.5ECTS)

This module will cover important national initiatives in Allergy; basic immunological mechanisms, T cells and cytokines, adhesion and co-stimulatory molecules, allergens and allergic inflammation, ontogeny of immune responses, genetic regulation, epidemiology of allergic disease, the immunological basis of asthma, rhinitis, eczema, food allergy and drug allergy.

Infectious Diseases and Host Defence (7.5 ECTS)

This module will provide a scientific basis of infectious disease throughout childhood and management strategies to improve outcomes. Specific subjects will be: meningococcal infection, HIV in childhood, tuberculosis, RSV bronchiolitis and other respiratory infections. Infection in the immune compromised host will be discussed. There are considerable differences in susceptibility to infections at various ages. Understanding the host/organism interactions will not only aid management, but also highlight targets for prevention.

Paediatric Ventilation (7.5ECTS)
This module will enable students to expand their scope of practice and critical thinking within the environment of Paediatric Intensive Care and within the discipline of Paediatric Ventilation. Assessment, diagnosis and management of the ventilated child will be enhanced through the development of skills and knowledge in respiratory pathophysiology, paediatric ventilation strategies and weaning of ventilation. This module will also advance critical appraisal and clinical decision-making skills and the ability to take a strategic role in organisational decision-making.

**Serious Infection and Critical Care in Children (7.5 ECTS)**

This module will focus on the fact that recognition of serious infection in children is a topic of national and international importance. The aim is to give healthcare professionals who see acutely unwell children a practical and evidence based approach to diagnosis and management of a wide range of infections. It aims to provide a thorough understanding of the regular pitfalls in the diagnosis of infection and will highlight the life threatening consequences of such errors. Areas covered will include: Epidemiology of Paediatric infection, The septic child, Children presenting with: respiratory distress, neurological problems, a painful limb, gastrointestinal presentations, fever and a rash (to include chickenpox, Toxic shock syndrome, Kawasaki disease), practical microbiology: new bacteria and old, and antibiotics- what to prescribe and when.

**Adolescent Health (7.5ECTS)**

This module will cover adolescent medical, social and mental health problems, the approach to the adolescent patient and provision of medical services for adolescents including transitional care. A particular focus will be on the sexual and mental health of adolescents. Specific topics will include: ethical dilemmas and adolescent sexual health, common adolescent gynaecological problems for paediatricians, eating disorders in adolescents, detection of adolescent mental health problems for paediatricians (and GPs and other health professionals), how to set up an adolescent service, the adolescent with disability and causes and consequences of adolescent vulnerability.

**Child Public Health and Social Paediatrics (7.5 ECTS)**

The module will cover: Child health in the UK and Europe, measures of health and disease, the current important child health problems affecting our children, child health in developing countries, global burden of childhood disease including infectious disease, AIDS and HIV, violence, reproductive health, tropical diseases and disability. It will also address children's rights and their relevance to child public health, determinants of child health and historical aspects of child public health. Other aspects will include: techniques and resources for child public health practice, concepts and definitions in public health and health promotion practice, social paediatrics- definitions and scope of vulnerable children and their needs.

And:

**Research methods and project (30 ECTS)**

This module will provide a general overview of research methods in healthcare and reinforce understanding of the importance of research for the evaluation of clinical practice. The following aspects will be included in this course: theoretical and applied statistics; descriptive and inferential statistics; populations and samples. Students will explore the use (and misuse) of statistical software for data analysis. In particular they will gain skills in descriptive statistics; those that explore differences between groups and those that examine relationships between variables. Skills learned in this module will be consolidated by practical experience in designing, constructing and presenting a research project by dissertation. Participants will prepare a research plan for approval by July in their first or second year of study. They will then conduct the planned research and produce a dissertation of 10,000-15,000 words (excluding tables, appendixes and references). Projects will relate to module areas and will be supervised either by the Module Director or by another supervisor approved by that Module Director. Projects can either be carried out at Imperial College or at the student's own institution provided appropriate supervision can be established. An Imperial college based on-site supervisor will be essential to oversee the project and to make sure it stays on track. Supervisors will be confirmed at the beginning of the course and regular meetings with the on-site supervisor are essential to monitor.
progress. Students will be required to present their project proposals (in both oral and written formats) before commencement of the project and a poster presentation of preliminary results half way through the project. Systematic reviews carried out at the student's own institution are acceptable as research projects as long as the student can demonstrate their understanding of the research issues and implication for paediatrics and child health. Assessment will be by both presentation of the written research Dissertation and a viva voce.

**Year Two (3 year option):**

Choice of 4 out of the 6 optional modules plus the research project if study time allows.

**Year Three (3 Year option):**

Research project.

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

- An induction programme for orientation, introduction to library and computer facilities
- including Blackboard
- MSc Student Handbook which includes lecture timetable and detailed information about course requirements, assessment and learning outcomes
- There are currently several research groups of postgraduate research students and postdoctoral researchers conducting research in paediatrics and child health at St Mary's campus and NHLI.
- Library and other learning resources and facilities at St Mary's and also at the South Kensington Campus.
- An MSc Staff-Student committee, which meets three times per year.
- In addition to the Course administrator and tutor, who has overall responsibility for student welfare and guidance, all students are allocated personal tutors whose role is to advise on pastoral and academic issues.
- Students conducting their research projects at an external site are assigned a member of Imperial College academic staff to oversee progress and advise on the project dissertation.
- Support provided by fellow students and regular use of Blackboard, in particular the discussion facility
- Student email and open personal access to tutorial staff including the Course Director.
- Access to student counsellors on the South Kensington site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance, e.g. on careers.

**19. Criteria for admission:**

Normally a degree in Medicine or at least an Upper Second Class Honours in a healthcare related subject, typically Nursing, Pharmacy, Physiotherapy, Dietetics, Immunology/Physiology or Biomedical Science.
For non-native speakers of English the normal College English language requirements are required.

**20. Processes used to select students:**

Currently all students who meet all the criteria for entry will be offered a place up to the maximum number permitted on the course (30). Beyond this number a waiting list is established in case of an offered place not being taken up.
21. Methods for evaluating and improving the quality and standards of teaching and learning

a) Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

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

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

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

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

Specifically for this course:

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

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

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

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

The Faculty Studies Committees and Graduate School Master’s Quality Committee are the major vehicle for the quality assurance of undergraduate / postgraduate courses respectively. Their
The **Faculty Teaching Committees** maintain and develop teaching strategies and promote inter-departmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.

**Departmental Teaching Committees** have responsibility for the approval of minor changes to course curricula and examination structures and approve arrangements for course work. They also consider the details of entrance requirements and determine departmental postgraduate student numbers. The Faculty Studies Committees and the Graduate School Postgraduate Quality Committees receive regular reports from the Departmental Teaching Committees.

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

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

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

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

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

PG Certificate/PG Diploma/MSc in Paediatrics and Child Health Course Committee; student representative reports to the committee.

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

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

g) **Staff development priorities for this programme include:**

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

22. Regulation of Assessment

a) Assessment Rules and Degree Classification:

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

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

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

b) Marking Schemes:

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

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<th>Elements</th>
<th>Weighting</th>
<th>Components</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>PG Cert</td>
<td>30%</td>
<td>3 pieces of course work and a combined mark from an examination and a piece of coursework with the 4 components each weighted equally</td>
<td>Double marked internally and agreed with external examiner</td>
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<tr>
<td>PG Diploma</td>
<td>30%</td>
<td>4 pieces of coursework each weighted equally</td>
<td>Double marked internally and agreed with external examiner</td>
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<td>Overall mark will incorporate PG cert</td>
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<td>Project</td>
<td>40%</td>
<td>10000 word written report (30%) Viva voce examination (10%)</td>
<td>Mark agreed after viva by internal and external examiner</td>
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b) Processes for dealing with mitigating circumstances:

For postgraduate taught programmes: A candidate for a Master’s degree who is prevented owing to illness or the death of a near relative or other cause judged sufficient by the Graduate Schools from completing at the normal time the examination or Part of the examination for which he/she has entered may, at the discretion of the Examiners,
(a) Enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination,

or

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

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

d) Processes for determining degree classification for borderline candidates:

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

e) Role of external examiners:

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

23. Indicators of Quality and Standards:

All taught modules will be accredited by The Royal College of Paediatrics and Child Health.

24. Key sources of information about the programme can be found in:

PG Certificate/PG Diploma/MSc in Paediatrics and Child Health Course Handbook

PG Certificate/PG Diploma/MSc in Paediatrics and Child Health website: http://www1.imperial.ac.uk/medicine/teaching/postgraduate/paediatricsandchildhealth/