Preventive Cardiology

Department:

Faculty of Medicine/NHLI

Handbook (2016/17)

MSc, PG Dip and PG Cert
Welcome

On behalf of all the Faculty welcome to our PG Cert, PG Dip and MSc programme in Preventive Cardiology at Imperial College. This course handbook will act as your guide through the next academic year and signpost the key resources and services available for you.

The overall aim of Preventive Cardiology is to reduce the burden of cardiovascular disease - improve quality of life and life expectancy in individuals and populations. In a clinical context it focuses on three patient groups: those with established atherosclerotic disease; the relatives of patients with premature atherosclerotic disease; and people at high multifactorial risk of developing this disease. Lifestyle change is the foundation of a preventive cardiology programme - smoking cessation, healthy food choices and physical activity - and our philosophy is to work with both the patient and their family. In addition to lifestyle change we need to reduce cardiovascular risk through more effective control of blood pressure, blood lipids and blood glucose. Finally, we need to ensure that patients understand the need for and adhere to cardioprotective treatments. In these ways patients and their families will achieve a better quality of life and increased life expectancy. This course will inform you about the principals and practice of preventive cardiology so you can better serve the interests of your patients and the community.

We hope you enjoy your experiences with us over the next one to two years.

Professor David Wood

Course Director
Professor of Cardiovascular Medicine
Imperial College
The Graduate School
Welcome from 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 skills development courses 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 skills 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://www3.imperial.ac.uk/graduateschool/currentstudents/professionalskillsmasters/masterclass programme). 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 skills 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. Particular highlights include the Ig Nobel Awards Tour Show, the Chemistry Show and the 3 minute thesis competition. You should regularly check the Graduate School’s website and e-Newsletters to keep up to date with all the events and training courses available to you.

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

Sue Gibson
Welcome from Dr Janet De Wilde, Head of Postgraduate Professional Development

I would like to welcome you to the graduate school courses for postgraduate professional development. The team of tutors here 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 and innovate the courses we offer and over this year you will see many new offerings both face to face and online. I encourage you to explore and engage with the diverse range of opportunities on offer from the team at the graduate school and I wish you well in your studies.

Janet De Wilde
Graduate School

As soon as you begin your postgraduate studies at Imperial College you automatically become a member of the Graduate School. Membership means you become part of a wider community, broadening and enriching your academic experience.

Professional Skills Development Programme
http://www3.imperial.ac.uk/graduateschool

Please also see the Principles:
http://www3.imperial.ac.uk/students/ourprinciples.

The Principles define the guiding principles of the College community and cover all students, both undergraduate and postgraduate. They are not a legal contract but rather an easily accessible, concise source of information and a clear display of staff, student and ICU collaboration. The Principles display the signatures of the College's President & Rector and the ICU President. They will be reviewed annually by the Quality Assurance Advisory Committee. Each Principle is accompanied by ‘drop-down’ text, which elaborates upon the overarching statements and provides links to further information. The Principles will also be made available to students on Imperial Mobile shortly.
MSc, PG Dip and PG Cert Preventive Cardiology

Speakers can change and are added each year each time a module is updated so this list may not be 100% up-to-date

Course Management Team

Course Director: Professor David Wood (MSc, FRCP, FRCPE, FFPHM, FESC)

David Wood is the Garfield Weston Professor of Cardiovascular Medicine at the National Heart and Lung Institute, Imperial College London, UK and Honorary Consultant Cardiologist to the Imperial College NHS Health Care Trust based at Charing Cross Hospital. He has a special interest in prevention of cardiovascular disease and is Rapporteur for WHO Guidelines on Primary Prevention. He was a member of the WHF International Task Force on CVD Prevention, and a member of all three Joint European Societies Task Forces on cardiovascular disease prevention. He currently chairs the Joint British Societies Working Party on cardiovascular disease prevention in clinical practice. He is a member of the steering committee for the European Heart Health Charter which was launched at the European Parliament in June 2007. He is also a member of the steering committee for the European Heart Network project on Children and Obesity. He is a member of the Joint European Societies Prevention Committee, and the Steering Committee for the SCORE project on risk prediction. He is principal investigator for the EUROASPIRE studies evaluating standards of preventive cardiology in clinical practice throughout Europe. He chairs the Steering Group for EUROACTION - an ESC demonstration project in preventive cardiology which aims to reduce the risk of cardiovascular diseases in coronary and high risk patients and their families. He is Joint Editor in Chief of the European Journal of Cardiovascular Prevention and Rehabilitation. He is the President of the new European Association for Cardiovascular Prevention and Rehabilitation, and is a Board member of the European Society of Cardiology. Particular research interests are aetiology of cardiovascular disease, surveys of preventive cardiology practice and evaluating innovative models of preventive cardiology care.

Professor Wood is currently President Elect of the World Heart Federation. The WHF is a federation of all national societies of cardiology and heart foundations around the world with a mission to prevent heart disease and stroke. It is the leading non-governmental organisation for cardiology and in this
capacity advises WHO on all matters relating to cardiovascular prevention. His term of office will be six years, 2 as Elect, 2 as President and 2 as Past. The headquarters are in Geneva, Switzerland. The website address is www.world-heart-federation.org

Programme Leader: Dr Suzanne Barr (PGCert, MSc, PhD, RD) – Maternity leave 2015-2016

Suzanne Barr is a senior dietitian with particular interests in weight management, diabetes, cardiovascular disease and women’s health. Her current research focus is on the prevention of diabetes and cardiovascular disease in high risk populations through dietary and lifestyle modification. Suzanne’s healthcare background includes working in the acute hospital setting with a focus on the dietary management of diabetes and related complications. She has a BSc(Hons) in Physiology, Sports Science and Nutrition from the University of Glasgow, an MSc in Dietetics from Queen Margaret University in Edinburgh and a Postgraduate Certificate in teaching and learning in Higher Education. She completed her PhD in Human Nutrition at Roehampton University in which she investigated dietary management strategies for women with polycystic ovary syndrome (PCOS), and currently co-facilitates the British Dietetic Association study day ‘PCOS and the role of the dietitian’. She is a member of the British Dietetic Association, Dietitians working in Obesity Management (DOMUK), Diabetes UK, PCOSUK and the Nutrition Society. She has presented her research findings at national and international conferences and in peer reviewed journals. Suzanne also has an interest in diabetes and cardiovascular disease risk in minority ethnic groups and has recently co-authored a book chapter on Metabolic Syndrome and PCOS for the ‘Multicultural Handbook of Food, Nutrition and Dietetics’.

Education Administrator: Uzma Chaudhary

Uzma Chaudhary joined the team in May 2015. She has worked for NHLI (National Heart and Lung Institute) for over 13 years with the Academic Cardiology Unit and then specialised in Education 7 years ago as Teaching Administrator across the Royal Brompton, St Mary’s and Hammersmith Hospital campuses. Uzma also supports the Year 4 Cardiovascular Sciences BSc programme based at Hammersmith campus.
Catriona Jennings is a cardiovascular specialist research nurse. She was the European Research Nurse coordinator for EUROACTION and EUROASPIRE III and currently for Aspire-2-Prevent in the Department of Cardiovascular Medicine at the National Heart and Lung Institute, Imperial College London, at Charing Cross Hospital. She read French for her first degree and subsequently trained as a nurse at Charing Cross Hospital. She then specialised in cardiac nursing and finally cardiac rehabilitation, leading a programme at Stoke Mandeville Hospital in Buckinghamshire. She was responsible for coordinating the EUROACTION project in eight countries and 24 centres in Europe from its launch in 2002. She led the multidisciplinary London team who were responsible for training project staff and developing the health professional and educational materials. She also coordinated the third EUROASPIRE survey in 22 countries in Europe, and the British Cardiovascular Society UK based survey of preventive management in coronary patients and high risk individuals called Aspire-2-Prevent. In her current role she is coordinating a second EUROACTION study called EUROACTION plus intensive smoking cessation with varenicline to be implemented in 5 countries including the UK. Catriona leads the Imperial College MSc in Preventive Cardiology programme where she also leads modules on Preventive Cardiology Theory and Practice and smoking cessation. She has recently completed her PhD on concordance for cardiovascular risk factors and concordance for change in families.

Dr Susan Connolly (MB, MRCPI, PhD)

Dr Susan Connolly undertook the majority of her cardiology training in Ireland and completed a PhD in basic cardiovascular science in University College Dublin. She then joined the Cardiovascular Medicine academic research group based in the NHLI, Imperial College, Charing Cross Campus in 2004 and was a member of the EUROACTION coordinating team. She took up a Consultant Cardiologist post at Charing Cross Hospital and Hammersmith Hospital in 2006, now part of the newly merged Imperial College Healthcare NHS Trust. She has a special interest in cardiovascular disease prevention and directs the Cardiac Prevention and Rehabilitation Service for the Trust. She is a member of the Council for the British Association of Cardiac Rehabilitation and is also the UK National Coordinator for CVD Prevention.
Dr Kornelia Kotseva (MD, PhD, FESC)

Dr Kornelia Kotseva is a senior clinical research fellow at the Department of Cardiovascular Medicine at the National Heart and Lung Institute, Imperial College London, UK and an honorary consultant in cardiology to the Imperial College Healthcare NHS Trust based at Charing Cross Hospital. She has a special interest in prevention and epidemiology of cardiovascular disease. She is a member of the Steering Group and medical coordinator of EUROACTION study - an ESC demonstration project which aims to raise the standards of preventive cardiology in Europe. She is a member of the Steering Committee and Project Manager for EUROASPIRE Ill study - an ESC survey on the practice of preventive cardiology in 22 European countries and ASPIRE-2-PREVENT study - a British Cardiovascular Society survey on the practice of preventive cardiology in the UK, and a Principal Investigator for EuroQoL project for the Imperial College site. She is a Fellow of the European Society of Cardiology and a past member of the Nucleus of the former European Society of Cardiology Working Group on Epidemiology and Prevention. She is a member of the International Editorial Board of the European Journal of Cardiovascular Prevention and Rehabilitation and a reviewer for European Journal of Cardiovascular Prevention and Rehabilitation, International Journal of Cardiology, Heart, American Journal of Cardiology and others. She is acting as an expert assessor for British Medical Association grant applications. Particular research interests are cardiovascular disease prevention.

Professor Gary Frost (BSc, PhD, SRD)

Gary Frost qualified as a dietitian in 1982 and has always maintained a clinical input throughout his career. He was appointed to Professor of Nutrition and Dietetics at Imperial College Jan 2008. Prior to this, for 18 years Gary had work at Hammersmith Hospital. Over his time at Hammersmith he gained his PhD in Nutrition and was appointed Honorary Reader in Nutrition at Imperial College, then joined the University of Surrey as Professor of Nutrition and Dietetics in 2005. His research interests are very diverse and some are listed below:

Dietary Carbohydrates: Are a major focus of his work which has been on the role of dietary carbohydrates on appetite regulation, insulin resistances and lipid metabolism in particular the glycaemic index as a model of the physiological effects of carbohydrates. We were the first to demonstrate the impact of low glycaemic diets on adipocyte metabolism. More recently in partnership
with Professor Jimmy Bell we are using, MRI, MRS and fMRI to take an integrative physiological approach to investigating the role of dietary carbohydrates on body composition and appetite regulation. Some of this work has been presented in abstract form and demonstrates for the first time central effects of fermentable carbohydrates on appetite centres in the hypothalamus.

Obesity Management: Our work in the practical management of obesity has been sited widely including current management guidelines. More recently we have demonstrated the efficacy of an intensive weight management system based on behavioural change on long term weight loss. We have a major interest in understanding how nutrients and eating patterns effect. The group is part of Investigative Medicine which is headed by Professor Bloom. We have been part of the team that has demonstrated the importance of a number of gut peptides in appetite regulation. We also have ongoing project investigating the role of nutrients in the secretion of appetite regulating peptides and a major interest in the basic nutritional physiology involved in energy balance.

Nutrition in the Elderly and hospitalized patient: Over the last 10 years I have built up a reputation for undertaking clinical trials aimed at reducing the risk of malnutrition in this vulnerable group. Our current interests include understanding changes in appetite regulation as we age.

Dr Alison Atrey, BSc (Hons), PGDip, AdDipDiet, RD (Maternity cover 2015-2016)

Alison is a specialist dietitian in cardiology and leads the Nutrition and weight management and research project modules. She has recently re-joined the team at Imperial as dietetic teaching fellow maternity cover. Between working for the MSc programme, she has continued to do freelance work in CVD prevention and finish her PhD, which was awarded from Imperial in March 2013. Prior to leaving Imperial to live in Canada and have a second child she split her time between clinical, teaching and research work and was based in the Department of Cardiovascular Medicine at the National Heart and Lung Institute, Imperial College London, UK and Imperial Healthcare NHS Trust. She was the dietetic coordinator for EUROACTION and the dietetic director of MyAction. She has worked in clinical dietetics for 15 years and specialising in cardiology for 13 years. She also lectured at Kings College, London Met University and Chester Universities. She was the chairperson for the UK Heart Health and Thoracic Dietetics Specialist group of the British Dietetic Association Group and remains an active involvement in the groups work. She published the updated UK guidelines for diet and secondary prevention of cardiovascular disease in 2006. Alison represented the BDA for the DH & BHF cardiovascular coalition, the post MI NICE guidelines and was co-expect member of the Cardiovascular Risk NICE guidelines. She was awarded the Role of Honour from the BDA for her contribution to dietetics in 2006 and 2009. Currently she is working with dietetic colleagues to update the previously published guidelines and contribute to the BACPR standards book

Tim Grove (MSc)
Tim is a Senior Teaching Fellow and is the lead for the Physical Activity and Reflective Practice modules on the Master's, Postgraduate Diploma, Postgraduate Certificate and short course programmes in Preventive Cardiology at the Imperial College London. In addition, Tim is also employed by Imperial College Health Care NHS Trust as the Lead Exercise Specialist for the MyAction Westminster programme, which is a family based preventive and rehabilitation programme for vascular health. Tim first qualified as a BACPR Phase IV Exercise Instructor in 2000 and his previous work has involved running phase IV exercise classes and co-ordinating the exercise component of Heatherwood and Wexham Park hospitals Phase III cardiac rehabilitation programme. Tim graduated in 2007 with a Master's degree in Cardiovascular Rehabilitation from the University of Chester and he lectures and assesses on the BACPR Exercise Instructor course. Tim holds a certificate in teaching in the lifelong learning sector and has also published in peer reviewed journals, written book chapters and presented poster presentations at the Royal Society of Medicine, European Society of Cardiology’s world congress and at the British Association for Cardiovascular Prevention and Rehabilitation’s conferences.

Statistician: Paul Bassett (MSc)

Paul Bassett is Statistician and Director of Statsconsultancy Ltd, a company offering statistical services. His training and background is the application of statistics to medical research. He is a current fellow of the Royal Statistical Society. Previously he has worked for Imperial College School of Medicine, the Institute of Education, and UCL.

Dr Anne Dornhorst

Anne Dornhorst is a Consultant Physician and Honorary Senior Lecturer in Endocrinology and Diabetes within the Imperial College Hospital with an interest in all aspects of adult diabetes. She is the Senior Diabetologist for Charing Cross and Hammersmith Hospitals. Anne Dornhorst received her Doctorate of Medicine from Oxford University and her clinical training from the John Hopkins
University in Maryland, USA and at St Mary’s Hospital London. She has published extensively in the field of Diabetes in Pregnancy and has been a member of the National Guideline Committees on the management of Diabetes in Pregnancy.

**FURTHER IMPERIAL AND HONORARY ACADEMICS**

Details of honorary visiting and Imperial academics are provided below. In addition, further expert speakers contribute to all modules and further details can be provided by the module leaders.

**Annie Holden (MSc, Cert Ed, RSA)**

As a qualified teacher, Annie has lectured, assessed and verified courses in Sport, Exercise and Fitness throughout her career. She has substantial experience in Health & Fitness Centre Management, delivery of community based exercise programmes and strategic responsibility for borough wide health and fitness provision including physical activity for special populations and referral programmes. She also provides external consultancy services.

Annie is the S.E. England BACR Regional Director with responsibility for Phase IV Exercise Instructor Training courses. She also represents exercise specialists nationally within the BACR-Exercise professionals Group of which she is the current Chair, and is a member of the BACR Phase IV Steering Group. Annie has completed a Masters in Physical Activity, Health and Nutrition.

**Dr Neil Chapman (BSc, MB BChir, FRCP)**

Neil Chapman is a Consultant General and Cardiovascular Physician at St Mary’s Hospital and Honorary Senior Lecturer at the International Centre for Circulatory Health, Imperial College, London. He studied Medicine at St Andrews and Cambridge Universities. Following qualification, he trained in General Internal Medicine and Clinical Pharmacology, latterly at St Mary’s Hospital, London.

Immediately prior to his current appointment, he spent 2 years at the International Institute for Health (now the George Institute), University of Sydney, Australia, where he coordinated the activities of the Blood Pressure Lowering Treatment Trialists’ Collaboration and worked on analyses of the PROGRESS study.

He coordinates the clinical activities of the Peart-Rose Clinic, a tertiary referral centre for the management of hypertension and cardiovascular risk. His clinical and research interests include the epidemiology of cardiovascular disease, primary and secondary prevention of cardiovascular disease, particularly in high-risk patients, and the investigation and management of secondary hypertension.

**Professor Peter S Sever (PhD, FRCP)**

Professor Peter Sever is Professor of Clinical Pharmacology and Therapeutics at Imperial College London, and Honorary Consultant Physician at St Mary’s Hospital, London.

After graduating from Cambridge, Professor Sever completed his training at St Mary’s Hospital Medical School. Following a succession of appointments in general medicine, cardiology and chest diseases, followed by lectureships in medicine and pharmacology, he became an Honorary Consultant Physician and Senior Lecturer in Medicine in the Medical Unit at St Mary’s Hospital in 1976. In 1980 he was appointed Professor of Clinical Pharmacology and Therapeutics at St Mary’s Hospital Medical School, which was subsequently incorporated into the Imperial College School of Medicine.
During the past decade he established a major research programme in the pathogenesis and treatment of cardiovascular disease. He is Joint Editor in Chief of the Journal of the Renin-Angiotensin-Aldosterone System. He has been a member of the editorial boards of several journals, including the Journal of Hypertension, Journal of Human Hypertension and Clinical Science. Professor Sever is a past-president of the British Hypertension Society (1989-1991) and past president of the European Council for Blood Pressure and Cardiovascular Research. He is also a Fellow of the European Society of Cardiology and past Chairman of the Fellowships Committee of the British Heart Foundation.

His current research interests include all aspects of cardiovascular disease, including the pathophysiology of vascular disease, the evaluation of anti-hypertensive drug therapy and multiple risk factor intervention in hypertensive populations. He is also interested in the epidemiology of hypertension with particular reference to environmental influences on blood pressure, and ethnic differences.

**Professor Simon Thom (MBBS, MD, FRCP)**

Simon Thom is Professor of Cardiovascular Medicine & Pharmacology in the National Heart and Lung Institute at Imperial College London. He is a Consultant Physician at St Mary’s Hospital, Paddington and Co-director of the Peart-Rose Cardiovascular Disease Prevention Clinic based in the International Centre for Circulatory Health.

He trained originally at St Mary’s Medical School and subsequently in Bath, Newcastle-upon-Tyne and London.

He is a Fellow of the Royal College of Physicians, holds an MD from the University of London and was recently a member of the Executive Committee of the British Hypertension Society and the national hypertension guidelines group.

His clinical interests include general medicine, hypertension, cardiovascular disease prevention and hypertensive complications in pregnancy. Research interests include vascular pharmacology and physiology, structure and mechanics of the circulation and haemodynamics in relation to vascular disease. Research support comes from the British Heart Foundation, the Wellcome Trust, the Engineering & Physical Sciences Research Council and the pharmaceutical industry.

**Professor Neil R Poulter**

Professor Neil Poulter graduated from St Mary's Hospital, London, in 1974, following which he trained in General Medicine, and in 1980 moved to Kenya to co-ordinate a collaborative hypertension research programme between the Kenya Medical Research Institute and St Mary's Hospital.

On his return to the UK he attended the London School of Hygiene and Tropical Medicine, where in 1986 he acquired an MSc in Epidemiology with distinction. During this year he also became accredited with the Royal College of Physicians as a general physician, following which he was based at the Department of Epidemiology and Public Health at University College London Medical School (UCLMS) where he was Co-Principal Investigator and Study Co-ordinator of the WHO international collaborative case control study of cardiovascular disease and steroid hormone contraception.

He is an Honorary Consultant Physician and Epidemiologist at the Peart-Rose (Hypertension) Clinic based at St Mary's Hospital, London, where he is actively involved in the treatment of patients with hypertension and related problems. In 1997 he was appointed Professor of Preventive Cardiovascular Medicine at Imperial College London, where he is co-Director of the International Centre for Circulatory Health. He was President of the British Hypertension Society from 2003-2005.
Professor Poulter has contributed chapters to several major textbooks and published over 300 papers in medical journals, including co-authoring the 1998 and 2005 Joint British Recommendations on Prevention of CHD; the 2003 World Health Organisation/International Society of Hypertension Statement on Management of Hypertension; the 2003 European Society of Hypertension-European Society of Cardiology guidelines for the management of arterial hypertension; and the 2004 British Hypertension Society guidelines for management of hypertension.

He has played a senior role in the design management and conduct of several major trials including ASCOT and ADVANCE; other research activities include the optimal investigation and management of essential hypertension and dyslipidaemia; the association between birth weight and hypertension; the cardiovascular effects of exogenous oestrogen and progesterone; the prevention of type 2 diabetes; and ethnic differences in cardiovascular disease. He was one of the first 100 NIHR Senior Investigators selected nationally in 2008 and in 2009 was elected as a Fellow of the Academy of Medical Sciences.
Appendix: Outline timetable 2015 intake (provisional)

The following summarises the provisional programme for the taught component of the course. Note that for all students significant directed study and independent study are expected. MSc and PGDip students also have clinical observation visits to complete.

Outline timetable October 2015 – 2016

Full-time MSc students are expected to attend all teaching in person. Part-time students (PGCert, PGDip and MSc) can participate in some Wednesday teaching session at a distance (denoted with *).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>WEEK 0</td>
<td>29th Sept – 3rd October 2015</td>
<td>University wide welcome events. Please note NHLI Induction on Tuesday 7th October.</td>
</tr>
<tr>
<td>WEEK 1 and 2</td>
<td>12th to 16th October 2015</td>
<td>Preventive Cardiology Course Induction Programme (NB: Attendance is compulsory for both weeks)</td>
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<tr>
<td>WEEK 3</td>
<td>21st October 2015*</td>
<td>MPC01 (Preventive Cardiology Theory and Practice module) Teaching</td>
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<td>WEEK 4</td>
<td>28th October 2015*</td>
<td>MPC01 Teaching</td>
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<tr>
<td>WEEK 5</td>
<td>4th November 2015*</td>
<td>MPC01 Teaching</td>
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<tr>
<td>WEEK 6</td>
<td>11th November 2015*</td>
<td>MPC01 Teaching</td>
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Term 1: All PGCert, PGDip, Part-Time and Full-Time MSc students (2015 entry) (continued)

<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>18th November 2015*</th>
<th>MPC01 Teaching</th>
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<tbody>
<tr>
<td>WEEK 8</td>
<td>25th November 2015*</td>
<td>MPC01 Teaching</td>
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<tr>
<td>WEEK 9</td>
<td>2nd December 2015*</td>
<td>MPC01 Teaching</td>
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<tr>
<td>WEEK 10</td>
<td>9th December 2015*</td>
<td>MPC01 Teaching</td>
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<td></td>
<td>11th December 2015</td>
<td>Deadline for written coursework submission via Blackboard Learn (submissions cannot be emailed)</td>
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<tr>
<td>WEEK 11</td>
<td>16th December 2015</td>
<td>Practical Examinations <em>(NB: Attendance by all students is compulsory)</em></td>
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<tr>
<td></td>
<td>17th December 2015</td>
<td>Written Examination <em>(NB: Attendance by all students is compulsory)</em></td>
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<td></td>
<td></td>
<td>Winter Social event</td>
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<tr>
<td>WEEK 12</td>
<td>21st December 2015</td>
<td>READING WEEK</td>
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<tr>
<td>WEEK 13</td>
<td>28th December 2015</td>
<td>READING WEEK</td>
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<tr>
<td>WEEK 14</td>
<td>4th January 2016</td>
<td>On-line post-module knowledge check and module evaluation (no attendance)</td>
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## Term 1: Full-Time MSc Students (2015 entry) and Part Time MSc/PG Dip 2014 entry Research Methods (MPC02) – each Thursday

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2</td>
<td>16th October 2015</td>
<td>Attendance compulsory: Part 2 of MPC02 induction (part 1 is 14th and 15th October) Introduction to the ‘Research Project’</td>
</tr>
<tr>
<td>3</td>
<td>22nd October 2015</td>
<td>MPC02 (Research Methods module) Teaching</td>
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<tr>
<td>4</td>
<td>29th October 2015</td>
<td>MPC02 Teaching</td>
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<tr>
<td>5</td>
<td>5th November 2015</td>
<td>MPC02 Teaching</td>
</tr>
<tr>
<td>6</td>
<td>12th November 2015</td>
<td>MPC02 Teaching</td>
</tr>
<tr>
<td>7</td>
<td>19th November 2015</td>
<td>MPC02 Teaching</td>
</tr>
<tr>
<td>8</td>
<td>26th November 2015</td>
<td>MPC02 Teaching</td>
</tr>
<tr>
<td>9</td>
<td>3rd December 2015</td>
<td>MPC02 Teaching</td>
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<tr>
<td>10</td>
<td>10th December 2015</td>
<td>MPC02 Teaching</td>
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<tr>
<td>11</td>
<td>17th December 2015</td>
<td>2015 entry MPC01 exams 2014 entry reading week. WINTER SOCIAL</td>
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Term 1: **Full-Time MSc Students only (2015 entry) and Part Time MSc/PG Dip 2014 entry** (continued from previous page)

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>end December 2015</th>
<th>Students please check with Module Leader: Study guides to be completed i. Ethics in Research and ii. Qualitative Research</th>
</tr>
</thead>
</table>
| WEEK 13 | 7th January 2016  
8th January 2016 | MPC02 Teaching  
Submission of A4 project topic and rationale / Guidelines for research proposal |
| WEEK 14 | 13th AND 14th January 2016 | MPC02 Teaching  
14th: Deadline for written submissions via Blackboard Learn (i. Stata report and ii. Critique) (submissions cannot be emailed) |
| WEEK 15 | 21st January 2016 | Written examination (compulsory attendance) |

NB: there will be a session on Monday 22nd February in Seminar room 1, Wolfson Education Centre, HH campus on MPC09 – this is a support session on clinic visits and writing up your portfolio.
## Terms 2 & 3: All PGCert, PGDip, Part-Time and Full-Time MSc students (2015 entry)

NB: PGCert students select two of the following modules (1 x Cat A & 1 x Cat B); PGDip and MSc students select three of the following modules (1 x Cat A & 1 x Cat B and 1 X A or B)

<table>
<thead>
<tr>
<th>Module</th>
<th>Category</th>
<th>Dates</th>
<th>Brief outline of content</th>
<th>Assessment dates</th>
</tr>
</thead>
</table>
| Smoking cessation strategies                      | A        | 2nd – 5th February 2016      | - History of smoking, worldwide statistics and variations  
- Why is smoking cessation work necessary?  
- Profiles and three stages of smokers  
- Forms of smoking cessation therapy  
- Is there one successful method?  
- The role of support in smoking cessation  
- The role as educator  
- Personal attitude to smoking  
- Smoking cessation techniques  
- Smoking cessation and hypnotherapy  
- Running a smoking cessation group  
- Running one to one sessions  
- Literature review of smoking cessation programmes | Friday 6th May 2016  
Written submission via Blackboard  
23rd June Presentations (compulsory attendance) |
| Nutrition and weight management in CVD prevention  | A        | 15th to 18th March 2016      | - The worldwide scale and importance of nutrition and weight management on the public health problem of CVD  
- The aetiological role of nutrition and weight management in modifying risk factors including hyperlipidaemia, hypertension, central obesity and insulin resistance  
- Critical review of the theory and evidence base for role of diet in the aetiology of CVD  
- Evaluation of the evidence base for diet and weight management and its translation into practical strategies to reduce CVD  
- Assessment methods for diet and weight  
- Achieving dietary targets  
- Achieving weight management targets  
- Group based health promotion in nutrition and weight management  
- Food labeling workshops  
- Ethnicity and diet and Pharmacological therapies | Friday 13th May  
Written submission via Blackboard  
22nd June Presentations (compulsory attendance) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Category</th>
<th>Dates</th>
<th>Brief outline of content</th>
<th>Assessment dates</th>
</tr>
</thead>
</table>
| Risk estimation                           | B        | 13<sup>th</sup> to 15<sup>th</sup> April 2016 | - The principles of total CVD risk assessment  
- Risk estimation tools – the pearls and pitfalls  
- WHO  
- JBS4  
- JBS2  
- ASSIGN  
- QRSK and QRSK2  
- Lifetime risk and Heart age approaches  
- Bio-indicators of risk  
- National screening programmes  
- Telemedicine in screening | Friday 3<sup>rd</sup> June 2016  
Written submission via Blackboard |
| Physical activity and exercise in CVD prevention | A        | 24<sup>th</sup> to 27<sup>th</sup> May 2016 | - The global scale of inactivity  
- The evidence for physical activity and fitness  
- Assessing physical activity and fitness  
- Risk stratification for exercise  
- Heart rate, METS and rating of perceived exertion  
- Sub-maximal exercise testing and its application to practice  
- Exercise programming including resistance training  
- Individualised one to one, group based and home based physical activity and exercise programming  
- Evaluation and outcome measures | Friday 22<sup>nd</sup> July 2016  
Written submission via Blackboard  
<sup>22<sup>nd</sup> June Presentations (compulsory attendance) |

**Terms 2 & 3: ALL STUDENTS**

<table>
<thead>
<tr>
<th>Module</th>
<th>Category</th>
<th>Dates</th>
<th>Brief outline of content</th>
<th>Assessment dates</th>
</tr>
</thead>
</table>
| Prevention and management of diabetes    | B        | 27<sup>th</sup> to 29<sup>th</sup> April 2016 | - Pathophysiology of diabetes  
- Aetiology and prevalence of diabetes  
- The relationship between glucose and CVD risk  
- Detection and diagnosis of diabetes  
- The role of the diabetes specialist nurse  
- Management of Type I and Type II diabetes mellitus | Friday 1<sup>st</sup> July 2016  
Written submission via Blackboard |
| Medical Risk Factor Management of blood pressure and lipids and cardioprotective medications | B | 16<sup>th</sup> to 18<sup>th</sup> May 2016 | - Blood pressure monitoring  
- The role of salt/potassium in management of blood pressure  
- Drug treatment of hypertension  
- Approaches to resistant hypertension  
- Managing high blood pressure in the elderly  
- Drug treatment of dyslipidaemia: focus on LDL-cholesterol  
- Treatment of dyslipidaemia: beyond LDL-C lowering  
- Approaches to the primary dyslipidaemias  
- The role of antiplatelet therapy  
- Compliance/adherence with medication  
- Approaches to polypharmacy and drug interactions | Friday 15<sup>th</sup> July 2016  
Written submission via Blackboard |
Term 2 & 3: Full-Time MSc Students (2015 entry) and Part Time 2014 entry

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 16</td>
<td>28th January 2016</td>
<td>Research project presentations (attendance strongly advised)</td>
</tr>
<tr>
<td>WEEK 22</td>
<td>25th February 2016</td>
<td>Research proposal submission date</td>
</tr>
<tr>
<td>WEEK 28</td>
<td>7th April 2016</td>
<td>Research project presentations (attendance strongly advised)</td>
</tr>
<tr>
<td>WEEK 35</td>
<td>30th June 2016</td>
<td>Research project presentations (attendance strongly advised)</td>
</tr>
<tr>
<td>WEEK 39</td>
<td>29th July 2016</td>
<td>Submission date for MPC09 portfolio via Blackboard</td>
</tr>
<tr>
<td>WEEK 48</td>
<td>26th August 2016</td>
<td>Submission date for research project via Blackboard</td>
</tr>
<tr>
<td>WEEK 52</td>
<td>Week commencing 26th September 2016 (to be confirmed)</td>
<td>Final viva’s (compulsory attendance)</td>
</tr>
</tbody>
</table>
You and your Personal Tutor

On arrival you will have been allocated a Personal Tutor, and you will normally remain with the same Personal Tutor for the duration of your programme. It is very important for you to get to know your Personal Tutor, and vice versa. You will normally meet him/her during Induction and at least once more during the first term and as often as is considered necessary thereafter. Your programme may require more frequent meetings and you are advised to consult your programme handbook for any special requirements. Normally, the student initiates contact with his/her Personal Tutor.

In general, the role of the Personal Tutor is that of friend and advisor. Personal Tutors can be an especially valuable resource for you during your first few weeks at Imperial, when everything is unfamiliar and you have many matters to sort out. S/he will know how the University operates, and may be able to resolve seemingly-intractable problems in a few minutes (or send you to the person who can). Your Personal Tutor will also be aware of the specialist services provided by various helpful agencies within the University, e.g. the Counselling Service, Medical Centre or the Information and Advice Centre, though of course you may also approach these and other support services directly. The University Student Handbook has further information about these services.

If you have personal or social problems that are affecting your ability or motivation to study, you should contact your Personal Tutor straight away; don’t allow things to reach a crisis before approaching him/her. If you want your problem(s) to be considered by the Board of Examiners when assessing your academic performance, you must provide a written statement and you should also complete a copy of the Mitigating Circumstances Form and give it to your Personal Tutor with documentary evidence. However, anything you want to tell your Personal Tutor in confidence will remain confidential; the Board does not need to know the details of your mitigations. You are asked to note, though, that the submission of mitigating circumstances is your responsibility and must be submitted within 7 days of the assessed activity to which they refer.

The preferred method of contacting your Personal Tutor is by email and many issues can be dealt with by this method. If you need to arrange a meeting with your Personal Tutor, you will normally be seen within 3 working days of that request. If your Personal Tutor sends you a message by email, asking you to see him/her, it is essential that you do so without delay.

Work/clinical placement supervision may be undertaken by a tutor other than your Personal Tutor. Any problems arising from work placements may be made known as appropriate to your Personal Tutor. It is the student’s responsibility to inform his/her Personal Tutor about any personal or other difficulties which arose during placement.
The Personal Tutor will keep a confidential record of meetings with tutees.

The division has arrangements whereby programme leaders will be notified by colleagues and Personal Tutors where students are persistently absent or otherwise appear to be encountering difficulties. If you miss lectures (e.g. perhaps because you have to go home for some reason), you should tell your Personal Tutor about it, even if you believe that it is not currently affecting your work. The more your Personal Tutor is made aware of your circumstances, the better s/he will be able to help you if the need arises.

If either you or your Personal Tutor becomes aware that personalities or circumstances are preventing a good tutor/tutee relationship developing, then either of you may request reassignment. Normally, this should be done by approaching the relevant programme leader or senior tutor.
Examination and Assessments: Academic Integrity

Taught programmes at Imperial, whether at undergraduate or postgraduate level, are generally very intensive. You will encounter a wide range of assessment methods which may range from the traditional closed book examination with essay type questions to open book or take away examinations, examinations with short answer questions, examinations with multiple choice questions and, increasingly, computer based examinations. During your programme of study, coursework and/or laboratory work may be set and marked. You may have to undertake one or more individual projects under the supervision of a member of academic staff. You may also have to participate in a group project. You may have to give an oral presentation on your individual and/or group projects. Research degree students of course ultimately have to write a thesis on their research and orally defend this in a viva voce examination.

Some of these assessments may be formative, which means that they do not normally count towards your degree classification. Some of your assessments may be summative which means that they do count towards your final result. Formative assessment helps you to learn; summative assessment measures your achievement. Your departmental or course handbook will provide timings and details of your assessments, their relative weightings and their contribution to your course progression and final classification.

The concept of academic integrity is fundamental to your student experience at Imperial so as to ensure that your academic achievements are a true reflection of your abilities. Academic integrity means conducting all aspects of your academic life in a professional manner.

It includes:

- Taking full responsibility for your own work
- Following accepted conventions, rules and laws when presenting your own work
- Fully acknowledging the work of others wherever it has contributed to your own work, thus avoiding plagiarism – see below
- Ensuring that your own work is reported honestly and that you follow the ethical conventions and requirements appropriate to your discipline
- Avoiding actions which are intended to give you an unfair advantage over others
- Respecting the rights of your fellow students, your teachers and other scholars
- Behaving with respect and courtesy when debating with others whether or not you agree with them
- Maintaining standards of conduct appropriate to a practitioner in your discipline
- Supporting others in their efforts to behave with academic integrity

Preparing for Examinations

It is quite common to be apprehensive and even stressed as examinations or submission deadlines approach and you may wish to discuss this with your personal tutor or senior tutor or with the course director. In some cases you may benefit from attending an examination
stress workshop run by the Imperial College Health Centre. Further details of these workshops can be found here: http://www.imperialcollegehealthcentre.co.uk/eworkshop.php

If you feel the stress of examinations is becoming particularly burdensome you may wish to consider consulting the Student Counselling Service: http://www3.imperial.ac.uk/counselling

Special Examination Arrangements and Mitigating Circumstances

If you have a physical or learning disability, or any another special needs, then you may be entitled to special arrangements in your examinations and are advised to contact the Disability Advisory service well in advance to allow sufficient time for your case to be considered and for the appropriate help to be put in place: http://www3.imperial.ac.uk/disabilityadvisoryservice

This link will take you to special examination arrangements: http://www3.imperial.ac.uk/registry/exams/specialexamarrangements

If you fall ill or have a personal circumstance that you believe may have an adverse effect on your performance in an examination or coursework or on your ability to meet a coursework or project deadline then you should bring this to the attention of your department before the examination is held or the deadline is reached, using one of the mitigation forms to be found here: http://www3.imperial.ac.uk/registry/proceduresandre gulations/forms

You are also advised to discuss any such circumstances with your personal tutor at an early stage.

Examination Offences and Plagiarism

The College's formal position on examination offences is detailed in the Cheating Offences Policy and Procedures, which lists what the College categorises as cheating and thus completely unacceptable. The list of potential offences is indicative only and not exhaustive. The procedures can be found here: http://www3.imperial.ac.uk/registry/proceduresandre gulations/policiesandprocedures/disciplinary

Plagiarism

You are reminded that all work submitted as part of the requirements for any examination and assessment (including coursework) must be expressed in your own words and incorporate your own ideas and judgements.

Plagiarism, which is the presentation of another person's thoughts, words or images and diagrams as though they were your own and which is a form of cheating, must be avoided, with particular care in coursework, essays, reports and projects written in your own time and also in open and closed book written examinations.
You are encouraged to read and criticise the work of others as much as possible, and you are expected to incorporate this into your thinking and in your coursework and assessments. But you must be sure to acknowledge and identify your sources.

Direct quotations from the published or unpublished work of others, whether from the internet or from any other source, must always be clearly identified as such by the use of quotation marks, whether in coursework or in an open or closed book examination. A full reference to their source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source.

Equally, if you summarise another person's ideas or judgements, figures, diagrams or software, you must refer to that person in your text, and include the work referred to in your bibliography. Departments are able to give advice about the appropriate use and correct acknowledgement of other sources in your own work.

Where plagiarism is detected this is most usually in project work or coursework ie work that is submitted in the candidate's own time but plagiarism can also occur in closed book written examinations. Such situations can arise where candidates have been able to learn text by heart [by rote] and simply reproduce what they have learnt without attribution. Where the examination is based on technical knowledge this may be acceptable and not regarded as plagiarism. In other subjects where candidates are asked to write essays the examiners may regard text reproduced without reference or critical analysis as plagiarism. Boards of Examiners are encouraged to clarify where appropriate in examination rubrics how sources should be acknowledged in those examinations.

The direct and unacknowledged repetition of your own work which has already been submitted for assessment can constitute self-plagiarism.

Where group work is submitted, this should be presented and referenced, with individual contributions recorded, in the convention appropriate to your discipline. You should therefore consult your personal or senior tutor or course director if you are in any doubt about what is permissible. You should be aware that you have a collective professional responsibility as a group for the integrity of all of the work submitted for assessment by that group. If you become aware that a member or members of the group may have plagiarised part of the group’s submission you have an obligation to report your suspicions to your personal or senior tutor or the course director.

The use of the work of another student, past or present, also constitutes plagiarism. Where work is used without the consent of that student, this will normally be regarded as a major offence of plagiarism. Giving your work to another student to use (other than in a group assessment) may also constitute an offence.

The College may submit your work to an external plagiarism detection service, and by registering with the College you are automatically giving your consent for any of your work to be submitted to such a service.

The College will investigate all instances where an examination or assessment offence is reported and apply appropriate penalties to students who are found guilty. These penalties include a mark of zero for the assessment in which the examination offence occurred or a mark of zero for all the assessments in that year or exclusion from all future examinations of the University (i.e. expulsion from the university).
Acknowledgement

The section on academic integrity above draws heavily on the statement on academic integrity of the University of Southampton. The section on reproducing material from memory is adapted from a similar statement used in the University of Cambridge.

Further reading

Students are encouraged to read the relevant Imperial College Study guide at http://www3.imperial.ac.uk/students/studyguide

Students are also encouraged to consult the College Library advice on plagiarism awareness at http://www3.imperial.ac.uk/library/subjectsandsupport/plagiarism

Students may also wish to consult this site which aims to raise awareness of plagiarism in the academic community http://www.plagiarismadvice.org
**Important Links and Appendices**

1. **Graduate School**
   
   [http://www3.imperial.ac.uk/graduateschools](http://www3.imperial.ac.uk/graduateschools)

2. **Study guide for Master’s students**
   
   [https://workspace.imperial.ac.uk/college/public/pdfs/ISGMasters.pdf](https://workspace.imperial.ac.uk/college/public/pdfs/ISGMasters.pdf)

3. **Postgraduate Open Day**
   
   [http://www3.imperial.ac.uk/visit/pgopenday](http://www3.imperial.ac.uk/visit/pgopenday)

4. **The Registry Department** *(for when students need letters for opening a bank account etc, also results, transcripts....)*
   
   [http://www3.imperial.ac.uk/registry/abouttheregistry](http://www3.imperial.ac.uk/registry/abouttheregistry)

5. **The Code of Student Discipline** provides for the hearing of complaints concerning breaches of discipline by students, and for rights of appeal where appropriate, and sets down the penalties that may be imposed, including termination of membership of the College:
   
   [http://www3.imperial.ac.uk/secretariat/collegegovernance/provisions/ordinances/e2](http://www3.imperial.ac.uk/secretariat/collegegovernance/provisions/ordinances/e2)

6. **Student Finance website:** [www.imperial.ac.uk/studentfinance](http://www.imperial.ac.uk/studentfinance)

   Health and safety information *(OH requirements, vaccinations, use of equipment, training etc):* [http://www3.imperial.ac.uk/safety](http://www3.imperial.ac.uk/safety)

7. **Link to the Policy on employment during studies:**
   
   [https://workspace.imperial.ac.uk/registry/Public/Procedures%20and%20Regulations/Policies%20and%20Procedures/Student%20Employment%20During%20Studies.pdf](https://workspace.imperial.ac.uk/registry/Public/Procedures%20and%20Regulations/Policies%20and%20Procedures/Student%20Employment%20During%20Studies.pdf)

8. **Link to Academic and Examination regulations:**
   
   [http://www3.imperial.ac.uk/registry/proceduresandregulations/regulations](http://www3.imperial.ac.uk/registry/proceduresandregulations/regulations)

9. **Graduation information and dates (usually the May of each year pending your results in October of your final year):**
   
   [http://www3.imperial.ac.uk/graduation](http://www3.imperial.ac.uk/graduation)

**Procedures:**

Links to:

- **The College’s Regulations for Students:**
  
  [http://www3.imperial.ac.uk/registry/proceduresandregulations](http://www3.imperial.ac.uk/registry/proceduresandregulations)

- **Mitigation / extenuating circumstances policy and procedures:**
  
  [http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment](http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment)

- **Complaints and Appeals procedures:**
  
  [http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/complaintsappeals](http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/complaintsappeals)

- **Academic integrity:**
  
  [https://workspace.imperial.ac.uk/registry/Public/Procedures%20and%20Regulations/Policies%20and%20Procedures/Examination%20and%20Assessment%20Academic%20Integrity.pdf](https://workspace.imperial.ac.uk/registry/Public/Procedures%20and%20Regulations/Policies%20and%20Procedures/Examination%20and%20Assessment%20Academic%20Integrity.pdf)
• Cheating offences policy and procedure:
  http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/disciplinary

Welfare and Support
• Personal Tutor system, links to Roles and Responsibilities of Personal Tutors:
  http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice
• PDRP:
  http://www3.imperial.ac.uk/careers/staff/staff/pdp
• Information for students with disabilities, including the Disability Advisory Service:
  http://www3.imperial.ac.uk/disabilityadvisoryservice
• Other welfare and pastoral care/support resources both Departmental and College-wide (e.g. College Tutors, Dean of Students, Counselling Service, Health Centre, NHS Dentist, Student Hub, Chaplaincy, support for International Students inc. ELSP)
  http://www3.imperial.ac.uk/humanities/englishlanguagesupport
  http://www3.imperial.ac.uk/students/welfareandadvice
  http://www3.imperial.ac.uk/students/international

• Information about the Library:
  http://www3.imperial.ac.uk/library
• ICU:
  http://www.imperialcollegeunion.org
• For Master’s courses - GSA:
  https://www.imperialcollegeunion.org/faculty-unions/gsaweb/index,457,ICS.html
• Student representation – how to become a student representative
  https://www.imperialcollegeunion.org/representation
• Details of departmental/College Committees, including Staff-Student Committees
  http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

• Other support services, (Registry, Careers Advisory Service)
  http://www3.imperial.ac.uk/registry
  http://www3.imperial.ac.uk/careers

Additional Information for Master’s Courses
• Transferable Skills Training:
  http://www3.imperial.ac.uk/graduateschool/currentstudents/professionalskillsmasters

Centre for Academic English

The CAE provides intensive preparatory academic English language and study courses throughout the summer.

Courses start from 4th July until 23rd September 2016 and run for 3, 6 and 12 weeks depending on English language level and degree status.

Further details can be found at: http://www.imperial.ac.uk/academic-english/pre-sessional-english/
APPENDIX II: Students with disabilities, specific learning difficulties, long-term health issues

At Imperial College we recognise that studying at university can be a challenge, especially if you have a disability. We are keen that you have every opportunity to fulfil your potential and graduate with the degree you deserve. It is therefore important that you let us know about any disability, specific learning difficulty or health problem as soon as possible so that we can give expert advice and support to enable you to do this.

Some people never think of themselves as having a disability, but students who have experienced any of the issues listed below have found that a little extra help and support has made all the difference to their study experience.

- Specific learning difficulties (such as dyslexia, dyspraxia, AD[H]D)
- Autistic spectrum disorder (such as Asperger’s)
- Deafness or hearing difficulties
- Long term mental health difficulties (such as chronic anxiety, bipolar disorder, depression)
- Medical conditions (such as epilepsy, arthritis, diabetes, Crohn’s disease)
- Physical disabilities or mobility impairments
- Visual difficulties

Where to find help: information on Disability page 60.
Staff Contact Details

Contact Details: Email is generally the best method of communication and staff details can be accessed on the website: [http://www.imperial.ac.uk/collegedirectory](http://www.imperial.ac.uk/collegedirectory). The main phone number to contact team members is: 020 7594 8408. If you wish to contact a specific member of staff please contact them directly via email, appointments will not be arranged for you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Profession</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wood</td>
<td>• Course Director</td>
<td><a href="mailto:d.wood@imperial.ac.uk">d.wood@imperial.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Professor of Cardiovascular Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Module Leader MPC02</td>
<td></td>
</tr>
<tr>
<td>Alison Atrey (part time: 3 day per week)</td>
<td>• Programme Leader</td>
<td><a href="mailto:a.mead02@imperial.ac.uk">a.mead02@imperial.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Dietetic specialist MPC04</td>
<td></td>
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<tr>
<td></td>
<td>• Module leader MPC10</td>
<td></td>
</tr>
<tr>
<td>Uzma Chaudhary</td>
<td>• Programme Education Administrator</td>
<td><a href="mailto:prevent.card@imperial.ac.uk">prevent.card@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Katie Stripe</td>
<td>• E Learning Specialist (Turnitin, Blackboard etc)</td>
<td><a href="mailto:k.stripe@imperial.ac.uk">k.stripe@imperial.ac.uk</a></td>
</tr>
<tr>
<td><strong>TEACHING FELLOWS (part-time 0.33FTE):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim Grove (part time: 1 day per week)</td>
<td>• Exercise Specialist</td>
<td><a href="mailto:t.grove@imperial.ac.uk">t.grove@imperial.ac.uk</a></td>
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<tr>
<td></td>
<td>• Module Leader MPC05, MPC09</td>
<td></td>
</tr>
<tr>
<td>Catriona Jennings (part time: 1 day per week)</td>
<td>• Cardiac Specialist Nurse</td>
<td><a href="mailto:c.jennings@imperial.ac.uk">c.jennings@imperial.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Module Leader MPC03, MPC01</td>
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<tr>
<td><strong>CLINICAL ACADEMICS:</strong></td>
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<td></td>
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<tr>
<td>Kornelia Kotseva</td>
<td>• Consultant Cardiologist</td>
<td><a href="mailto:k.kotseva@imperial.ac.uk">k.kotseva@imperial.ac.uk</a></td>
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<tr>
<td></td>
<td>• Senior Clinical Research Fellow</td>
<td></td>
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<tr>
<td></td>
<td>• Module Leader MPC08</td>
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<tr>
<td>Susan Connolly</td>
<td>• Consultant Cardiologist</td>
<td><a href="mailto:s.connolly@imperial.ac.uk">s.connolly@imperial.ac.uk</a></td>
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<tr>
<td></td>
<td>• Honorary Senior Lecturer in Cardiology</td>
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<tr>
<td></td>
<td>• Module Leader MPC07</td>
<td></td>
</tr>
<tr>
<td>Anne Dornhorst</td>
<td>• Consultant Diabetologist</td>
<td><a href="mailto:a.dornhorst@imperial.ac.uk">a.dornhorst@imperial.ac.uk</a></td>
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<tr>
<td></td>
<td>• Module Leader MPC11</td>
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</table>
Student welfare is of particular concern to members of academic staff in departments and divisions, and to warden teams in Halls. As a student on any of the Preventive Cardiology courses, your first point of contact to raise queries or issues should always be your course team. However, all students also have confidential access - independent of department or division - to the College Tutors regarding academic issues, and all aspects of pastoral care and discipline within the College: http://www3.imperial.ac.uk/students/collegetutors and http://www3.imperial.ac.uk/students/welfareandadvice

Who to ask for what: Preventive Cardiology

New students’ website: http://www3.imperial.ac.uk/students/newstudents

FAQ ALL students (MSc, PGCert, PGDip, short course):

1. Who do I send a draft piece of work to?
   Optional module coursework only (but NOT MPC08 or MPC11): The Module Leader for the module it is for, no later than 3 weeks before the actual deadline. Please check with the Module Leader first, that they are able to look at your draft. Generally all queries about a module’s content and teaching should be directed to the Module Leader. Project proposals and project are through Supervisor however.

   We are not able to look at drafts for Core Module coursework or MPC08 and MPC11 – there are instead ‘exemplars’ or guidance notes on blackboard.

2. Can I look at examples of previous work from students?

   There are exemplars of former student work for some modules, on blackboard, which you can look at.

   You can only come into the office to look at bound dissertations (not work for other modules or proposals):

   Bound dissertations are kept in the office for you to look at when you come to do your project – please email prevent.card@imperial.ac.uk to make an appointment to come and look at these. Again, these are the property of the college and are not to be removed.

3. I can’t submit my work via Turnitin or Blackboard?
   Please email prevent.card@imperial.ac.uk immediately. If it is a technological problem then please contact ICT on 0207 594 9000.

4. I can’t access Blackboard/I can’t find an item on Blackboard?
   The college uses Blackboard Learn, not CE8, for all new students.

   In the first instance, please double check you are typing your login and password correctly. If you are and it is still not working please contact prevent.card@imperial.ac.uk. Please remember Blackboard is a technological tool; we cannot guarantee 100% functionality all the time especially with recordings. We do our best. If you need assistance with what operating
system you need to use it, please contact the E Learning Technologist. If they cannot help you will need to contact ICT service.desk@imperial.ac.uk

5. How can I get an extension on a piece of work?
You should fill in the extension request form on Blackboard. You should then email the Module Leader and your Personal Tutor with this, no later than 7 days in advance of handing in your work with your reason/s and evidence, then wait to hear their response; until then you should assume that no extension is given. If you do not hear back it is your responsibility to chase up. **You need to provide the suggested new date for handing in work. This will not be suggested to you.**

6. I have mitigating circumstances preventing me from handing in coursework/attending exams, what do I do?
You need to present a form, often with accompanying evidence, if you have mitigating circumstances. These forms are in the Assessment section of the handbook and contain instructions within them on what to do – please go to this section to read full details should you find yourself in this position.

7. Will handouts always be printed?
We are unable to provide copies of lecturers’ slides and handouts but they will be on blackboard once (and if) a speaker sends them, and you will be able to make copies if you wish.

8. My card doesn’t work/I’ve lost it?
You should tell Security (Ground floor, Commonwealth Building) when you enter that you are here for Preventive Cardiology teaching. They can issue you with a temporary Visitor pass (not short course students).

**FAQ SHORT COURSE students only:**

9. My login for blackboard does not work?
Please contact Stephanie in the first instance on s.omahony@imperial.ac.uk. **Generally most queries you have as a short course student should be directed to Stephanie.**

10. How do I get access to the Imperial College Libraries?
Please ask Stephanie who will be able to contact a Library representative. You may then have to go to the South Kensington Campus to pick a card up.

11. What do I do with my Security card at the end of a Short Course?
You can post your card back to Stephanie -

Stephanie O'Mahony
Centre for Continuing Professional Development,
Level 4 Sherfield Building,
South Kensington Campus,
Imperial College London,
SW7 2AZ
12. My card doesn't work/I've lost it?

**Please let Stephanie know** as soon as you can but in the interim, you should tell Security when you enter that you are here for Preventive Cardiology teaching.

13. How do I get a certificate of attendance?

These will be issued and **sent to you by the School of Professional Development** once you have attended the module and have signed in, in person. Please contact them for these.

**Programme Specifications** listed separately on website

The Library

Accessing scholarly information will be an essential part of completing your MSc course at Imperial College. To this end, Imperial College Library, which consists of Central Library in South Kensington and five distinct medical campus libraries across London, delivers a wide range of services to support students’ research needs.

The Library provides access to a vast range of online scholarly journals, reference materials, print and electronic books (including recommended textbooks), and subject-specific databases such as PubMed and the Cochrane Library. Library staff are an excellent source of guidance on academic best practice and, furthermore, can offer training and advice to help augment your search techniques, keep abreast of the latest research activities in your field, and manage references using up-to-date software packages. For more information on the Library, please consult the main library website at [www.imperial.ac.uk/library](http://www.imperial.ac.uk/library), or the Medicine @ Imperial College London Library blog at [http://imperialmed.wordpress.com/](http://imperialmed.wordpress.com/).

The library at Hammersmith Hospital stocks all the texts listed in the essential and recommended reading list.

The library is on the first floor, in the Commonwealth Building at Hammersmith Hospital.

**Book List for MSc/PG Cert/PG Diploma Preventive Cardiology**

**NB:** these books are all available in the library (the latest editions) and the vast majority do not need to be bought. The books recommended for purchase are listed in the ‘term 1 booklist’.

Books recommended for individual modules are listed within module outlines but the library will always stock the latest editions so for this reason individual module lists may not be 100% up-to-date (as new editions are fairly regularly brought out).

**Essential texts (A titles)**


(essential text for Physical Activity and Exercise module)


  ISBN: 978-0-415-42198-0

  ISBN: 978-1904842552


  ISBN: 9781405191814

(essential text for Diabetes module)


Recommended texts (B titles)

  ISBN: 978-0-19-954314-4
- Blumenthal et al (2011) Preventive Cardiology: Companion to Braunwald's Heart Disease
  ISBN: 9781437713664
  ISBN-10: 0471987212
  ISBN: 978-0340807811
ISBN: 0781745241, 9780781745246

• Hennekens CH and Buring JE (1987). Epidemiology in Medicine. Lippincott Williams and Wilkins
• Hills, M., De Stavola, B.L., A Short Introduction to Stata for Biostatistics, Timberlake Consultants, 2009
New edition - Updated to Stata 12 (2012)


• Jasper, Melanie (2003), Beginning Reflective Practice (Foundations in Nursing & Health Care) Nelson Thones


ISBN: 978-0781761987


ISBN: 0443071179, 978-0443071171


ISBN: 9781846284625

ISBN: 978-0-415-95463-1


PG Cert/PG Dip/MSc in Preventive Cardiology

ASSESSMENTS
Introduction

We assess students for a variety of different reasons – motivation, creating learning opportunities, to give feedback, to grade and as a quality assurance mechanism. Imperial College recognizes that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives. The development and adoption of assessment guidelines for implementation including double and anonymous marking, feedback, extenuating circumstances and late submission of assessment is designed to ensure equity and fairness in assessment.

This document outlines the assessment policies and procedures held by Imperial College but it also draws on the practices of a number of other institutions. More details can be found on the Imperial website at: http://www3.imperial.ac.uk/registry/information/academicregulations

Purpose of Assessment

The primary purpose of assessment is to enable students to develop and demonstrate their potential. To achieve this assessment should:

- assist student learning by providing appropriate feedback on performance;
- assist student learning through the setting of targets;
- measure students’ achievements objectively against the learning outcomes of modules;
- provide a reliable and consistent basis for the recommendation of an appropriate grade or award;
- assist staff in evaluating the effectiveness of their teaching.

Principles of Assessment

We believe that assessment is an integral part of the student learning experience. It is underpinned by five principles: promotion of student learning, equity, transparency, validity and reliability.

Promotion of student learning

- The design of assessment should not be separated from the design of the overall curriculum. Learning and teaching methods and assessment should be fully integrated to promote student learning and evaluate learning outcomes.
- Assessment should be designed to build upon and consolidate knowledge, understanding and skills.
- Programmes should include a combination of formative and summative assessment.
- Students should be provided with timely, constructive and formative feedback.

Equity

- Students should experience a variety of assessment methods to accommodate different learning and communication styles.
- The management and conduct of assessment should be undertaken in a consistent manner.
• Assessment should be adapted to provide an accessible curriculum and meet the needs of individual students, including those with additional needs.

Transparency
• Students should be provided with clear, accurate and timely information on all aspects of each assessment task within a programme.
• Students should be provided with clear assessment criteria for each assessment component within a module.
• Information on assessment tasks and procedures should be provided to staff and external assessors/examiners.

Validity
• Assessment tasks should assess the learning outcomes.
• Assessment procedures should also ensure clear and consistent processes for the setting, marking, grading and moderation of assignments.
• Quality assurance procedures, including validation and external examiners ensures the validity of the assessment system.

Reliability
• Assessment should be subject to the process on internal moderation of marks, external scrutiny of assessment processes by external examiners and programme and institutional analysis of assessment outcomes.
• Judgment on assessment should be reached through the application of assessment criteria, grade and level descriptors.

Assessment Policy
The principles that underpin assessment are those of promoting learning, equity, transparency, validity and reliability. These are summarized below.

• Assessment methods must be fair, varied and appropriate to ensure that achievement of the learning outcomes can be demonstrated.
• Assessment methods must have appropriate assessment criteria which are used to measure student achievement, which demonstrate reliability and fairness in the allocation of marks and which are published in advance.
• Assessed coursework must be set in a timely manner with a clear statement to students of what is required, in what form and by when, and a clear indication of the criteria by which performance will be judged.
• Feedback on assessment must be provided in a reasonable time for students to use the feedback in subsequent assessments.
• All modules must have an element of summative assessment, the marks of which will be used to determine whether students pass the module.
• Assessment methods will be subject to approval at validation and questions will be subject to evaluation by an external examiner, along with a sample of student work.
• Assessment methods and regulations must be clearly stated and published for the benefit of students, staff and external examiners.
• Alternative comparable assessment tasks will be agreed and approved for students with a disability sufficiently in advance of the point at which the assessment is undertaken.
• Assessment will be subject to anonymous marking with certain prescribed exceptions.
• Assessments will be double marked
• There will be guidance on extenuating circumstances and late submission of coursework.

Descriptor for qualification at PG Cert, PG Dip & Masters level

PG Cert, PG Dip and Masters Degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
  - evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of these qualifications will be able to:

- deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable situations; and
  - the independent learning ability required for continuing professional development.

Criteria for the award of Merit and Distinction – MSc only

All individual modules must normally be passed (≥50%). Modules with assessments that comprise of more than one component use an aggregate score although noting that every individual component must score at least 40%.

Pass will be awarded where a student has achieved greater than 50% in all elements
Merit will be awarded where a student has achieved an aggregate mark of 60% or greater across programme as a whole, comprising a mark of 60% or greater in each element;

Distinction will be awarded where a student has achieved an aggregate mark of 70% or greater across programme as a whole, comprising a mark of 70% or greater in each element;

The MSc in Preventive Cardiology is made up of three elements:
1. The Core Element (MPC01, MPC02 and MPC09).
2. The Specialist Element (3 out of 6 optional modules).
3. The Research Element (MPC10 Research Project).

These three elements have the following weighting to final mark 30:30:40 respectively.

Criteria for the award of PGCert and PGDip

All individual modules must normally be passed (>50%). Modules with assessments that comprise of more than one component use an aggregate score although noting that every individual component must score at least 40%. Pass will be awarded where a student has achieved greater than 50% in all elements.

The PG Cert in Preventive Cardiology is made up of two elements:
1. The Core Element (MPC01).
2. The Specialist Element (2 out of 6 optional modules).

The PG Dip in Preventive Cardiology is made up of two elements:
1. The Core Element (MPC01, MPC02 and MPC09).
2. The Specialist Element (3 out of 6 optional modules).

The PG Cert and PG Dip are pass or refer only.

Responsibility for assessment

The day to day responsibility for assessment lies collectively with the module leaders and the exam coordinator. Modules leaders review the comparability of assessment demands between modules which contribute to the programme to ensure as far as possible, comparability.

Students learn in different ways and respond differentially to different assessment methods. Therefore a variety of assessment methods are incorporated into the programme to ensure equality of opportunity and the maximization of student potential.

Double Marking
Every exam script and dissertation shall be marked by at least two Examiners or by one Assessor/Assistant Examiner and one Examiner who shall afterwards prepare an agreed list of marks. The scripts and essays/reports/dissertations should be moderated by an External Examiner. Coursework which counts towards a student’s final classification should be marked in detail by one Internal Examiner, with a second internal marker having at least an overview of the work. If any differences of opinion emerge, a third Examiner will be asked to moderate.

Anonymous Marking
The identity of students is masked from markers. We adopt a policy of anonymous marking where this is practical and feasible and does not preclude the development of innovation in assessment practice.

With the exception of formative assessment which does not count towards the outcome of a module and assessed activities for which anonymity of the student is impractical, impossible or undesirable,

Examples of assessed work for which anonymity of the candidate does not apply include projects, productions and creative artifacts assessed by staff who have acted in a supervisory role; individual and group presentations and oral examinations.

Assessment Feedback
Written feedback on, and an outcome for assessment must be provided individually or in groups in an appropriate format, normally within four working weeks following the deadline for submission of the assessment concerned. Outcomes which have not been confirmed by the Programme Examination Board are provisional.

The feedback aims to encourage students to reflect critically on their work, improve their understanding of the topic of the assignment and motivate them.

Feedback on examinations should inform students of the outcome of the examination in terms of grade obtained. Additionally, students may, if they wish have access to feedback on individual examinations. Students should be able to obtain this feedback by, at least one, of the following:

- attending a feedback event at which generic feedback is provided;
- having access to on-line or written generic feedback;
- having a tutorial with a marking tutor;
- seeing the examiners comments on examination scripts.

Submission Procedures
Submission deadlines are the latest time/dates for submission without late penalty and earlier submissions are welcomed and encouraged – it is good practice, and is psychologically beneficial to you, to submit coursework before the specified deadline day.
All coursework deadlines (date and time) will be published normally not later than 2 weeks of the module start date. Any necessary changes to the published deadlines will be notified to students as soon as possible. The deadline for each module will be in the assessment documentation. This can be found in the appropriate folder on the blackboard.

**Submission of coursework**

Coursework submission is online, via Turnitin AND Blackboard.

*Any coursework not submitted as specified will be deemed to have not been submitted – this is a strict University policy.*

**Preventive Cardiology Late Submission Policy**

Unauthorized late submissions will be penalized at the discretion of the course examination board. Normally a mark of 0 will be awarded for a piece of work submitted late according to Imperial College Guidelines.

The policy is the same for both full and part time MSc and PG Cert, PG Dip students.

Appropriate allowances should be made where there are exceptional circumstances for the late submission of work.

**If You Cannot Submit Your Work on Time**

If you cannot submit your work on time because of unforeseen circumstances, you must submit a completed Mitigating Circumstances Form together with supporting evidence to the module leader for which the work concerns, and your personal tutor, at least 7 days before the submission deadline.

*If you do not submit a Mitigating Circumstances Form at least 7 days before the deadline (unless not practicable), the standard late penalties will be applied to your submitted work.*

If you do submit a Mitigating Circumstances Form with supporting evidence, this will be considered by the Chair of the Mitigating Circumstances Panel, which meets before the Board of Examiners meeting, (or their nominee) who will decide one of the following:

- that the MCs are not significant and decide that the normal late penalty should apply;
- that the MCs are accepted and define a revised submission deadline for you;
- that your MCs are serious/long term, suspend the late penalty requirements for your submission and require you to be counseled concerning your learning and assessment work plan.
Deferment of any part of the examination, including submission of the essay/dissertation, may be granted for reasons judged adequate in the particular case at the discretion of the exam board. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined.

If the essay, report or dissertation is otherwise adequate but requires minor amendments, the examiners may require the candidate to make within one month amendments specified by them and approved by them or one of the board nominated by them.

If a candidate who has been examined in all elements of the examination or of part of the examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-entry be exempt from one or more of the following:

- one or more of the written papers;
- essay/report/dissertation;
- assessment of coursework;
- practical examinations;
- oral examination.

**Absence from lectures or examinations**

An 80% attendance (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 asked to complete missed sessions via e-learning and this will be monitored.

You will be required to submit a Mitigating Circumstances form in you miss examinations or more than 80% of the taught component. The form should be submitted to your Personal Tutor, together with any supporting evidence, self-certification form or medical certificate (see below), who will verify your circumstances by signing the form;

See the lecturer(s) concerned to find out how you should make up for any missed work, or to explain why you missed a deadline. In most cases you will be asked to complete a piece of distance learning work via e-learning.

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 update us regularly (at least once a year) on your situation. For example, asthma might have posed a problem in year 1. However, we will not assume that the same problem necessarily exists in year 2 – if it does then it is your duty to inform us that asthma is still affecting your studies.
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;

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.

Extenuating circumstances are circumstances which occurred during the assessment process or immediately before the period in question and will or have significantly affected a student's academic performance.

Extenuating circumstances are not a substitute for academic performance and students will always be required to satisfy the learning outcomes of the programme.

Extenuating circumstances are considered by the Extenuating Circumstances Board of the University College's Board of Examiners (Academic Regulations, Section F, 11). Students who wish to make an application for Extenuating Circumstances should obtain the appropriate form from Registry.

Details of valid extenuating circumstances and the process of applying for such circumstances to be considered by the Extenuating Circumstances Board should be contained in each Programme Handbook.

Grounds for Extenuation

Illness / personal injury / stress.
Evidence must clarify the following:
• How long the illness / injury / stress has been affecting performance
• How illness / injury / stress has affected performance
• Whether the illness / injury / stress has justified non attendance

**Bereavement**
Usually only accepted when death is of an immediate family member or equivalent, e.g. parents, siblings, partner during the semester in which assessment has taken place and must be accompanied by a death certificate or medical evidence certifying that the student's academic performance is affected.

**Elite sport**
It is recognised that some students at Imperial are elite sports people. If a student is prevented from submitting or attending assessments due to participation in a major sporting event at national or international level, the student should submit a letter from the sporting body substantiating the claim.

**Trauma / severe personal loss**
Examples include:
• Rape
• Mugging
• Witness to a serious crime
• Serious family problems such as divorce, fire, bankruptcy, sectioning, imprisonment.
• Fire
The student must submit evidence which clarifies the effect the incident has had upon him/her.

**Other**
• Major religious festivals
• Additional needs

**Sources of evidence may include:**
• Doctor's certificates
• Documents from: Police, Courts of Law, Victim support, Rape Crisis Centre, University Counsellors

Whenever possible all evidence must be original. However photocopies are acceptable in some circumstances.

**Claims which are considered not acceptable:**
• Claims without independent documentary evidence
• Post hoc evidence
Supporting statements from friends
Letters from GP’s stating that the student told him/her that s/he was unwell.
Conditions that were not disclosed in time for examination adjustments to be made, ie Dyslexia, ME.
Minor illnesses such as colds, sore throats, headaches digestive problems etc
On going medical conditions which are controlled by medication
Circumstances which do not relate to the time of assessment
Circumstances within a students control (failure to manage time effectively)
Circumstances which could have been predicted
Travel delays
Circumstances arising out of a student’s negligence
IT problems

Abeyance
Where there is serious illness or other reason for an extended period of absence, the best alternative for you may be a period of abeyance. Such an option should initially be discussed with your Personal Tutor.

Re-entry
A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the Head of the Department when such re-entry would involve further attendance at the College, re-enter that examination on one occasion. Such re-entry will be at the next following examination or submission date except where the College has granted permission for a candidate to defer re-entry until the examination in a subsequent year. The dates of the written examination and for the submission of an essay/report/dissertation (where required) shall be as specified by the course director.

A candidate re-entering any part of the examination will only be credited with a bare pass mark if successful. Re-entry candidates may also not normally be considered for a merit or distinction classification. However, where illness has affected a candidate’s performance at an examination, or there are other mitigating circumstances, the Board of Examiners has discretion to credit the candidate with the actual marks achieved in his/her re-entry examination.

You will be notified of the decision with your results after the meeting of the Examination Board.

Extenuating circumstances affecting academic performance: policy and procedures
The Senate has approved the following policy and procedures in respect of consideration of extenuating circumstances affecting students’ academic performance.

Principles
The policy embodies the following principles:

- The extent of discretion which may be exercised by Boards of Examiners in relation to extenuating circumstances should be consistent throughout the College.
- Students presenting extenuating circumstances in mitigation of poor academic performance should receive a fair hearing.
- Procedures for consideration of extenuating circumstances should be consistent throughout College to ensure equity of treatment.
- Student confidentiality should be respected as far as possible.
- Decisions regarding what evidence is presented to a Board of Examiners should be made by more than one person.
- Procedures should be backed by adequate documentation, ie in their promulgation to students, in confirmation of evidence and in the recording of decisions.

**Extent of discretion**

Boards of Examiners may use their discretion where extenuating circumstances may be judged sufficient to have affected performance as follows:

- to allow candidates with marginally less than the pass mark to proceed to the next year;
- to allow candidates with marginally less than the pass mark to achieve a pass in a component of a postgraduate degree examination;
- in the consideration of the award of degree classification/distinction where a student's marks are close to a class/distinction boundary.

Consideration of extenuating circumstances by a Board of Examiners should not lead to an alteration of the actual marks obtained by a student.

**Procedures**

The following guidelines are based on good practice currently being observed in departments of the College.

- Students should be advised of welfare arrangements in their induction material and should be specifically advised at induction meetings to inform the Senior Tutor/Personal Tutor of any problems affecting their academic performance.
- Students should be written to a few weeks before the examination inviting them to inform the Senior Tutor or other designated member of staff in writing of any problems affecting their academic performance.
- The extent of action the Board may take in response to extenuating circumstances should be made clear to students.
- Submissions by students should be considered prior to the meeting of the Board of Examiners by a small group of key staff (eg Head of Department, Senior Tutor, DUGS, Chairman of Board, year coordinators) which makes recommendations to the full Board. This group should determine the amount of information which may be released to the Board.
- The justifications for any action taken in consideration of extenuating circumstances should be recorded in the minutes of the meeting of the Board of Examiners.
- A written record of submissions by students should be kept with the examination records.

**Student confidentiality**

This area presents particular problems for the ensuring of a fair hearing. It is essential that the decisions of a Board of Examiners are based on a sound knowledge of the facts of the case, and this may conflict with a student’s desire for confidentiality.
The student should be made aware that the more information the Board receives about the extenuating circumstances the more it is likely to reach a fair decision. However, they should be assured that the anonymity of students will be retained for as long as possible in the process of consideration of extenuating circumstances.

Members of the Board should ensure that they are able to substantiate any statements they might make regarding students at a Board of Examiners (ie that statements should be based on fact and not on opinion), and that such statements should be strictly relevant to the circumstances under discussion.

The authority given to the sub-group is the key factor. The sub-group should ensure that it has considered all relevant information before making recommendations to the Board of Examiners. This would include consultation with the student’s personal tutor and any other key person concerned with the student’s academic progress (eg laboratory or project supervisor). If a case has been considered carefully by the sub-group it should not normally be necessary for the full details to be rehearsed before the Board of Examiners.

Student Withdrawals and Appeals - Procedure for dealing with cases of unsatisfactory academic progress

General
The Academic Regulations require that a student admitted to any course of study must attend to the satisfaction of the Head of Department. The College reserves the right to require any student whose academic progress is unsatisfactory or who fails in an examination to withdraw from the College. Withdrawal decisions may be taken at any time during the session.

The right to require a student to withdraw from the College on academic grounds is vested in the Senate and is delegated by the Senate to the Departments, subject to the appeal procedure referred to in paragraph 3 below.

Withdrawal procedure in respect of postgraduate students
When a postgraduate student’s academic progress is considered by a department to be so unsatisfactory as to be likely to lead to a withdrawal decision, the Department must clearly warn the student of this possibility in good time (i.e. a minimum of four weeks’ notice for an advanced course student and six weeks’ notice for a research student must be given), both orally and in writing. A copy of the warning letter must be sent to the Departmental Postgraduate Tutor and/or Head of Department and to the Academic Registrar. Where appropriate the student should be informed that voluntary withdrawal is advisable.

The warning letter should indicate measurable ways and the timescale in which the student’s academic progress should be expected to improve.

If the student’s academic progress, beyond the warning period, continues to be so unsatisfactory as to justify a withdrawal decision, the Department must notify the student of this fact in writing. If the student does not withdraw voluntarily, he/she will be required to appear before an ad hoc Assessment Committee. Departmental ad hoc Assessment Committees will be established as necessary by the Head of Department and should wherever possible include a member of the academic staff of another department. The student will have the right to nominate a member of the academic staff of his/her own department to serve on the Committee. The Assessment Committee will hear both the student and his/her supervisor or course organiser, and will invite the student to refer to
extenuating or other circumstances which, in the student’s view, have affected his/her academic performance. The Committee will produce a written report on the student’s academic performance and on any extenuating circumstances put forward.

The Head of Department, in the light of the Assessment Committee’s report and such subsequent discussion with the student as he/she may deem appropriate, will decide whether or not the student shall be required to withdraw from the College. If the student is to be required to withdraw, the decision will be reported to the Academic Registrar for formal communication to the student. The Assessment Committee’s report will also be submitted to the Academic Registrar.

In the case of failure in a postgraduate advanced course examination, consideration by an ad hoc Assessment Committee will not be required. The Head of Department will decide (in the light of the results declared by the Examiners, the student's academic performance on the course, and the existence of any extenuating circumstances) whether the student shall be required to withdraw from the College. The decision will be reported to the Academic Registrar for formal communication to the student.

**Appeal procedure in respect of all students**

All students required to withdraw have the right of appeal through the Academic Registrar to an Appeal Committee of the Senate. The right of appeal relates only to the withdrawal decision and not to the results of any examination or academic assessment on which the decision may be based.

Students required to withdraw are given written notice, by the Academic Registrar, of their right to appeal. In respect of withdrawals during term-time as regards undergraduates and anytime in the session as regards postgraduates, any appeal must be lodged within two weeks; in respect of withdrawals following examination failure by undergraduates, any appeal must be made within four weeks. Any appeal must be made in writing and sent to the Academic Registrar and shall state the grounds on which the appeal is being made and provide evidence to support it.

The College will consider appeals (i) where there is new evidence of extenuating circumstances which the student had been unable for valid reasons to disclose before the Head of Department made his/her decision; (ii) where there is evidence that the Head of Department had acted unreasonably in requiring the student to withdraw; and (iii) where there is evidence that the Student Withdrawals and Appeals procedure has not been correctly followed.

The Department is then asked to consider the appeal, and, if acceptable, to cancel its previous withdrawal decision. If the Department is not prepared to cancel its decision the matter may be referred to an Appeal Committee, at the discretion of the Academic Registrar, if sufficient evidence remains providing grounds for appeal as stated above.

Any request for an Appeal Committee to be convened must be made in writing and lodged with the Academic Registrar within 14 days of the notification to the student of the decision of the Department not to cancel its withdrawal decision.

If the Academic Registrar determines that sufficient evidence remains to allow an appeal, the Academic Registrar shall arrange for an Appeals Panel to be established. The Appeal Committee shall consist of three members of the academic staff drawn by the Academic Registrar from a panel established by the Senate for that purpose. The Appeal Committee will not include a member of staff from the appellant’s Department.
The student will be invited to attend the Appeal Committee and the Department will be invited to send a representative to the hearing. Students may, if they wish, be accompanied by a ‘friend’ who is a member of Imperial College (either a fellow student, or a personal tutor, warden or other member of the academic staff); the friend may speak in support of the student if the latter so desires. In keeping with the Human Rights Act (1998), students may, if they wish, request that the hearing be held in public.

Written statements will be required from the Department as follows:
(1) In respect of withdrawal arising from unsatisfactory academic progress during the session:
   (a) A statement indicating in general terms the reasons which led the Department to require withdrawal;
   (b) For a postgraduate, the report by the Assessment Committee.

(2) In respect of withdrawal resulting from examination failure:
   (a) A statement indicating in general terms the reasons which led the Department not to accede to the student’s request to repeat the year, and (where appropriate) an account of any remedial measures taken by the Department to improve the student’s performance;
   (b) A statement giving details of the student’s examination and coursework marks, and the relationship of the performance to the class average, together with the previous academic record within the College.

These statements will be sent to the student at least one week before the hearing.

The conduct of the Appeal Committee will be standardised as far as possible. Both the student and the Departmental representative (if attending) will be before the Committee at the same time; the Chairman will explain that the academic details and information are taken by the Committee as given and that it is only empowered to hear extenuating circumstances which might lead to a conclusion that the withdrawal decision was unreasonable. The student will be invited to present his/her case, following which the Departmental representative may put questions. The Departmental representative will then make a statement of the Departmental view, with the student permitted to put questions. Finally, the student will be invited to make any further comments he/she wishes; after which the student (and ‘friend’ if present) and Departmental representative will withdraw, before the Appeal Committee considers the matter.

The Appeal Committee, in reaching a conclusion on a student appeal, may attach specific conditions to the continuance by the student of the course of study.

The Clerk to the Appeal Committee will write to the appellant within ten working days of the hearing taking place, informing him/her of the Committee’s decision, and providing reasons for the judgement reached in relation to submissions made at the hearing.

The responsibility for hearing and deciding upon appeals is vested in the Senate and is delegated by the Senate to the Appeal Committees, whose decisions are final.

A formal report on all withdrawal decisions is made to the Senate. In keeping with the Human Rights Act (1998), should the student choose, the Committee’s decision and reasoned judgement will be published.
Once a student has completed the College's internal appeals or complaints procedures, the College will issue the student with a Completion of Procedures Letter. If the student is still dissatisfied, the student may direct their complaint to the Office of the Independent Adjudicator within three months of the date on which the Completion of Procedures Letter was issued. Information on the complaints covered by the Office of the Independent Adjudicator and the review procedures is available at: http://www.oiahe.org.uk/docs/OIA_New_Rules.pdf. The College reserves the right to reject a complaint where it is issued more than three years after the substantive event(s) to which it relates.

**Procedure for dealing with cases of unsatisfactory academic progress**

Withdrawal resulting from examination failure - Conduct of the Appeal Committee

- Both the student and the Departmental representative (if attending) will be before the Committee at the same time.
- The panel and the student will be provided with a statement giving details of the student's examination and coursework marks, the relevant pass marks, and the relationship of his/her performance to the class average.

The Chairman will explain that these academic details and information are taken by the Committee as given and that the Appeal Committee is only empowered to hear extenuating circumstances which might lead to a conclusion that the withdrawal decision was unreasonable.

- The Chairman will then invite the student to present his/her case.
- The Departmental representative is then invited to put questions.
- Members of the Panel may address questions to the student.
- The Departmental representative will then make a statement of the Departmental view.
- The student is then invited to put questions.
- Members of the Panel may address questions to the Departmental representative.
- The student is then invited to make any further comments he/she wishes.
- The student (and his/her ‘friend’ if present) and the Departmental representative are then asked to withdraw

**Procedures for Consideration of Arrangements for Students with Disabilities**

Further detail can be found at the website below:
http://www3.imperial.ac.uk/registry/exams

**Procedures for Consideration of Applications for Special Examination Arrangements prescribed under Ordinance 15, paragraph 15**

- These procedures are prescribed by the Senate, for the consideration of special examination arrangements for reasons of disability for individual candidates who are registered as students of the College.
- Applications will be considered by a Special Examinations Panel. This will include the Chairmen of the Senate, a Medical Advisor appointed by the Principal of the Faculty of Medicine or the Medical Studies Committee, the Academic Registrar or nominee, and, as appropriate for each application, the Chairmen of the relevant ‘Studies’ Committee or Graduate College Committee, and the Board of Examiners.
Submission of Applications to the Special Examinations Panel

Applications should reach the Registry at least six weeks before a candidate’s first examination, except in the case of accidental injury or acute illness, when the application should be submitted as soon as possible after the event. Each request should be submitted by the candidate’s department or division, and should be accompanied by an appropriate, recent medical certificate. In the case of chronic disability this should be not more than two years old. Forms have been devised for the candidate’s doctor/consultant/psychologist (and the candidate’s department in the case of a learning disability) to complete to show the nature of the candidate’s illness, the form and justification of whatever special arrangement is required by the candidate and, if additional time is appropriate, the amount of extra time required. The website above has further details.

(a) Physical Disabilities

Appropriate allowances shall be based on case law and the recommendations of the medical adviser, supported by the candidate’s tutor. Normally help shall take the form of either additional time or the use of an amanuensis or the use of some technological aid (e.g., a dictating machine or typewriter).

Guidance on Allowances Given

When a candidate’s writing ability is impaired and s/he would benefit from extra time, this shall normally be at a rate of 10 - 20 minutes per hour, depending on the severity of the disability and the nature of the examination s/he is taking.

A visually-impaired candidate may well need a greater allowance of additional time than a candidate with non-visual disabilities. In such cases great attention shall be paid to the medical recommendation. Registered-blind candidates are automatically allowed an extra half hour per paper. There is no automatic time allowance for partially sighted candidates. Papers may be put into Braille or enlarged, but the RNIB discourages the use of Braille for examination answers. Most candidates type their answers or use an amanuensis, but there is precedent for the use of voice-synthesizing word-processors or magnifying closed-circuit television.

A candidate shall not normally be allowed rest periods as such, but should be granted a specified amount of extra time which s/he may manage as s/he wishes according to the medical advice s/he has received. A candidate requiring both extra time and rest periods will be treated as an exceptional case and reported as such.

If, however, a candidate is taken ill during an examination but is capable of continuing it after treatment, any time lost may be added at the end of the examination plus, if it is considered to be justified and suitable arrangements can be made, extra time in compensation for the disturbing effects both of the illness and of the ending of the other candidates’ examination.

A candidate who is unable to write may use an amanuensis or technological aid, as is most appropriate both to the candidate and to the examination s/he is taking.

An amanuensis shall ideally know enough about the subject to be familiar with the vocabulary but shall, if possible, not be an expert. S/he must be entirely disinterested. If a disinterested person cannot be found, there must be an invigilator present also. Normally only the usual examination time is allowed for dictation, but for certain examinations and/or medical conditions, or where the amanuensis is unfamiliar with the terminology, it may be appropriate to allow
additional time. For parts of certain examinations (e.g. languages, engineering) the use of an amanuensis may not be appropriate. In this case it may be possible to arrange for the candidate to write these parts him/herself (perhaps with extra time) and dictate only the essay style answers.

The difficulty of preventing candidates who are using a word processor from accessing unauthorised information stored in the memory raises serious issues of security. It is therefore recommended that candidates should use an electric typewriter or, if this is not feasible, a word processor with as few facilities as possible beyond those of a typewriter. Except in cases where the nature of a candidate's serious disability requires the use of a specially adapted word processor, all machines should be provided by the department/division and checked by the department/division before use in the examination room.

A candidate shall not normally be allowed to type his/her answers because of habitually illegible handwriting. If, however, the examiners have difficulty in reading a candidate's script, they may ask for the script to be transcribed. In this case the candidate shall dictate the completed script to a typist under supervision. The typed version shall correspond line for line and page for page with the original and both the original script and the transcription should be returned to the examiners for marking.

(b) Learning disabilities
Applications shall be made as soon as practicable after entry to the course of study and well in advance of the first examination. An application should be by way of the submission of two reports. The first should be a full Psychological Assessment Report made by a qualified educational psychologist. The College does not insist on the use of a particular form, but a list of criteria which must be covered in the assessment is provided (see Appendix B on web link above). The second should be a report by the candidate’s department or division (see Appendices C1 and C2 on web link above). The Departmental Form should include confirmation that the candidate has sought help with the learning disability and a recommendation of arrangements, which the department thinks, would represent an appropriate level of compensation for the candidate. The Psychological Assessment Report must have been conducted after the applicant was sixteen years of age, and be no more than ten years old.

It is not possible to assess the degree of disability with any precision and therefore not possible to propose standard allowances. Each application shall be considered therefore on an individual basis by the Special Examinations Panel.

In considering an application the Special Examinations Panel shall ensure that:
(a) any special provisions made for a candidate with a learning disability does not give the candidate an unfair advantage over other candidates;
(b) the special arrangements are not such as could give rise to a misleading impression of a candidate’s attainment; and
(c) the nature of the special provisions are determined on the basis of the assessment of need by the psychologist and take into account the candidate’s normal method of working as described in the statement provided by the department.

Precedents
The Secretary to the Special Examinations Panel is authorised to approve, on behalf of the Panel, any application which:
(a) physical disabilities: is made on medical grounds which are supported by an appropriate certificate or report on the approved form and the candidate’s tutor; or learning disabilities: is made on the approved form, accompanied by a full Psychological Assessment report and the Departmental recommendation is no more than the College’s normal time allowance; and
(b) is supported by the Chairman of the appropriate Board of Examiners; and
(c) is in accordance with established precedent.

**Reconsideration of Decisions**

The College's Special Examinations Panel may, at its discretion, reconsider a decision on an application from an individual candidate in cases where: (a) an applicant requests such reconsideration and provides evidence in support of his/her application which s/he was unable, or for good reason, unwilling to divulge before the Panel reached its decision; (b) where there is evidence of administrative or procedural error.

An appeal may be made in writing and lodged with the Academic Registrar within 14 days of the notification to the candidate of the decision of the Special Examinations Panel. The Chairman of the Senate (or other person designated by him/her) shall consider the appeal and is authorised to vary any special arrangements approved by the Special Examinations Panel if, in his/her view, the decision by the Special Examinations Panel was not rational or reasonable.

Further information is available from the relevant Faculty Team in the Registry.
Information for Students with disabilities, specific learning difficulties or long-term health issues

At Imperial College we recognise that studying at university can be a challenge, especially if you have a disability. We are keen that you have every opportunity to fulfil your potential and graduate with the degree you deserve. It is therefore important that you let us know about any disability, specific learning difficulty or health problem as soon as possible so that we can give expert advice and support to enable you to do this.

Some people never think of themselves as having a disability, but students who have experienced any of the issues listed below have found that a little extra help and support has made all the difference to their study experience.

- Specific learning difficulties (such as dyslexia, dyspraxia, AD[H]D)
- Autistic spectrum disorder (such as Asperger’s)
- Deafness or hearing difficulties
- Long term mental health difficulties (such as chronic anxiety, bipolar disorder, depression)
- Medical conditions (such as epilepsy, arthritis, diabetes, Crohn’s disease)
- Physical disabilities or mobility impairments
- Visual difficulties

Where to find help:

1. **Your Disability Liaison Officer** (DLO) Dr Michael McGarvey ([m.mcgarvey@imperial.ac.uk](mailto:m.mcgarvey@imperial.ac.uk), Tel: 020 7594 9035) is your first point of contact and is there to help you with arranging any support within the department that you need. The DLO is also the person who will apply for Special Examination arrangements on your behalf. You need to contact him without delay if you think that you may need extra time or other adjustments for your examinations. [http://www3.imperial.ac.uk/registry/exams/specialexamarrangements](http://www3.imperial.ac.uk/registry/exams/specialexamarrangements)

2. **Disability Advisory Service**: [http://www3.imperial.ac.uk/disabilityadvisoryservice](http://www3.imperial.ac.uk/disabilityadvisoryservice)
The Disability Advisory Service works with individual students no matter what their disability to ensure that they have the support they need. We can also help if you think that you may have an unrecognised study problem such as dyslexia. Our service is both confidential (information about you is only passed on to other people in the university with your agreement) and individual in that any support is tailored to what you need.

Some of the sorts of things we can help with are:

- Being an advocate on your behalf with others in the College such as your departmental liaison officer senior tutor or exams officer, the accommodation office or the estates department
- Checking that your evidence of disability is appropriate and up-to-date
- Arranging a diagnostic assessment for specific learning difficulties
- Help with applying to the College for the cost of an assessment
- Help with your application for the Disabled Students Allowance (DSA) see below
- Helping students not eligible for the Disabled Students Allowance in obtaining support from other sources
- Help with arranging extra Library support
- Supporting applications for continuing accommodation for your second or later years

3. **Disabled Students Allowance**: [http://www3.imperial.ac.uk/disabilityadvisoryservice/supportforstudents/dassupport](http://www3.imperial.ac.uk/disabilityadvisoryservice/supportforstudents/dassupport)

Students who are home for fees and who have a disability can apply for a grant called the Disabled Students Allowance which can pay any extra costs that are a direct result of disability. This fund is not means-tested and is also a grant not a loan so any home student with a disability can apply and will not be expected to pay it back. Remember students with unseen disabilities such as mental health difficulties, dyslexic type difficulties or long term health problems are also eligible for this fund.
Student Support and Welfare

- Your wellbeing both mental and physical is important. If you need welfare support, the link below will tell you who to contact for specific issues:
  
  http://www3.imperial.ac.uk/students/welfareandadvice

- The Student Hub at South Kensington is also a great place to go for information about support services or if you are simply not sure who to speak to for a service you need. It is on level 3 of the Sherfield Building.

- The college’s Occupational Health Department at Imperial – Sherfield Building South Kensington, is also there for you to consult with medical concerns.

- Please see other information leaflets about Student Counselling and other support services, all listed within your handbooks. This is also all available on the website and who to contact.

Wellbeing

For students in their Masters phase, there are a range of MasterClass courses available to you, including a Stress Management session:

http://www3.imperial.ac.uk/graduateschool/currentstudents/professionalskillsmasters

You can find out more information about the counselling services mentioned at the link below:

http://www3.imperial.ac.uk/counselling

Media library (links are up to date to the best of our knowledge)

The following videos in the media library may be of help to you if you are new to Imperial:
• Imperial College Welcome: [http://www2.imperial.ac.uk/imedia/content/view/703/start-of-academic-year-2010](http://www2.imperial.ac.uk/imedia/content/view/703/start-of-academic-year-2010)

• Library services: [http://www2.imperial.ac.uk/imedia/content/view/834/library-services-at-imperial/](http://www2.imperial.ac.uk/imedia/content/view/834/library-services-at-imperial/)

Please feel free to search the media library for any other videos you may find interesting.

**ICT Service Desk**

The link below is for the Imperial College ICT Service Desk (0207 594 9000) for Imperial College staff and students. We strongly advise bookmarking this link - we all know that technology can go wrong at the worst time, so it's useful to know where to go to report a problem, get urgent help, check for planned maintenance periods etc.

[http://www3.imperial.ac.uk/ict/servicedesk](http://www3.imperial.ac.uk/ict/servicedesk)