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Welcome to the College

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

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

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

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

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 340 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. You also have free access to gym (following a one-off orientation fee of £40 in 2016) and swimming facilities across our campuses.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you’re interested in getting involved then there will be opportunities for you to do so.
Welcome
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 opportunities 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 (see page 6 for more information).

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 (see page 6).

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.

Welcome
Dr Janet De Wilde,
Head of Postgraduate Professional Development

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

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

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

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

'Masterclass' professional skills courses

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

[www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters](http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters)

All courses can be booked online.

Contact us

- Level 3, Sherfield Building, South Kensington Campus
- 020 7594 1383
- graduate.school@imperial.ac.uk
- [www.imperial.ac.uk/graduate-school](http://www.imperial.ac.uk/graduate-school)

Imperial Success Guide

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

[www.imperial.ac.uk/success-guide](http://www.imperial.ac.uk/success-guide)
I am delighted to welcome you to Imperial, and to the Graduate Students’ Union (GSU). I hope that your time here will be fulfilling and valuable, and the GSU is here to try and facilitate this.

Imperial College London is such a wonderful and transformative place that provides a unique and thrilling environment for research and for advanced studies, and the graduate students are a vital and valued part of the wider community of Imperial. Our graduate students are at the forefront of the research done. Therefore, at the GSU we ensure that the experience here fosters both academic achievement and personal development in our students.

The GSU is a University-wide representative body for postgraduate students at Imperial. It promotes the interests and welfare of its members, provides social and recreational activities and advocate for you and your opinions to the University and bodies external to the university. I encourage you to become an active member of the GSU—through involvement in your departments and the many University societies, and through our representational and campaigning activities.

I wish you all a fantastic time here at Imperial. Please take advantage of our rich community, and hope to meet you all soon.

Ahmed Shamso

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

**Introduction**

Welcome to the Imperial College London PG Certificate/PG Diploma/MSc in Paediatrics and Child Health Course. We very much hope you enjoy your time with us.

This handbook contains the general information and regulations you will need to follow the course. Please keep this booklet to hand throughout the year so that you can use it as a source of easy reference. If you have any questions about the course that are not covered in this handbook, please don’t hesitate to ask Dr. Mehrengise Cooper, Mrs Heather Hanna or any of the other course lead tutors.

An online version of this handbook is also available to the current students on the Paediatrics and Child Health course pages [http://www.imperial.ac.uk/medicine/msc-paediatrics](http://www.imperial.ac.uk/medicine/msc-paediatrics) and in the Imperial Virtual Learning Environment (VLE), Blackboard at: [https://bb.ic.ac.uk/](https://bb.ic.ac.uk/)

**Welcome from Course Representative**

A warm welcome to the Paediatric and Child Health Certificate, Diploma and MSc courses at Imperial College. We are very glad to have such a diverse, multi-disciplinary and multi-cultural group of students and we all hope to learn from you and your experiences as you further your learning journey with us.

I am the Clinical Teaching Fellow on the course. I have been a qualified nurse since 1989 and have enjoyed working in General Paediatrics, Neonatal Intensive Care and Clinical Research both in the UK and in the USA. I did the MSc in Allergy at Imperial College and loved my time as a student. I love working with students – even though you are adults and I am always aiming to make the course the best that it can be, so I will hassle you to fill in your evaluation forms!

We are fortunate to have both nationally and internationally renowned lecturers available to teach you. You will find the face to face teaching weeks somewhat intense, but as all the lecture notes and often the lectures themselves are available to watch again on Blackboard, don’t worry too much if you feel a little overwhelmed. As this is a blended learning course, you can learn at your own pace and control the depth of your learning to suit your personal professional needs. The self-directed learning in Blackboard offers you more flexibility and choice as to how to pursue your areas of interest and stretch yourself to facilitate your own learning.

Please make full use of the resources that we provide. The librarians are amazing and can guide you by email as well as in person. Also, remember that as an Imperial College student, you have access to all the campuses and in particular the student centre at South Kensington.

If you have any difficulties that are administrative, please contact our course administrator Tola and she will be glad to assist you. If you have pastoral or course needs, I will be your
first port of call and if you feel that the course director is the only one who can help, please email Mehrengise, but be aware that she has a very busy clinical schedule and if you contact me first, I can always escalate your question!

So welcome and I hope you learn a lot, enjoy your studies and have amazing careers as a result of your time with us.

Mrs Heather Hanna, Clinical Teaching Fellow

Welcome from Course Director

I am very excited to welcome you as students on our unique and exciting Paediatrics and Child Health Programme here at Imperial College. I am a Consultant Paediatric Intensivist and have been working at St. Mary's Hospital, part of Imperial College Healthcare NHS Trust since 2004. I went to Medical School here at St. Mary's and spent my time as a junior doctor in London, Exeter, Bristol and I also spent two and a half years at Boston Children’s Hospital, which is part of Harvard University.

My interests as an Intensivist include Neurointensive care, Organ donation, Neuro-psychological impacts of a PICU admission on children and their families, and training through simulation. I enjoy the work that I do in this very challenging environment.

I have been heavily involved in education and training from undergraduates to postgraduates. I have led on Education and Training on our PICU, and was the RCPCH College Tutor and Paediatric Unit Training Director for several years at Imperial. I am the Lead for the Paediatric Simulation for the London School of Paediatrics and I am a Training Programme Director for the London School of Paediatrics. I am also the chair of the RCPCH Intercollegiate Specialty Advisory Committee (ISAC) for Paediatric Intensive Care Medicine.

I have been closely involved with this programme for several years, as I co-lead on both the Recognition and Management of the Seriously Ill Child, and Paediatric Ventilation modules. It has been a great pleasure to meet many students over the last few years and working with them with all our different teaching methods. I became Course Director for the programme last year and we have had a fantastic year working with all the module leaders, external examiners, and the team at Imperial College.

I really hope that the range of learning techniques we have developed will enable you to study effectively at your own pace and time and that you will enjoy interacting with the internationally recognised tutors who will be lecturing on this course. We are continually working to improve the programme and your feedback is important to us - so informal and more formal feedback is welcome. This year, two new modules have been incorporated into the PG Certificate Programme with our modules on Ethics and Law in Paediatrics and Sleep Medicine.

We are really looking forward to getting to know you all and facilitating your learning in this truly exciting field!

With very best wishes

Mehrengise Cooper, Course Director
## Academic and administrative staff

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English language requirement
If you are not a native English speaker, you must meet the College’s English language requirements.

See the Admissions website for details:

www.imperial.ac.uk/study/pg/apply/requirements/english

For information on English language support available while you’re here, see page 80.

Attendance and absence
Non-attendance is not allowed unless for serious reasons or illness, if you are ill you must tell course teaching fellow as soon as possible. If the absence is due to illness, you must produce a medical certificate after seven days. If you miss an examination through illness, you must produce a medical certificate immediately.

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

The PG Certificate is a part time, nine-month course comprising five modules commencing in October. You are expected to attend all components of the face to face teaching weeks in October, February and April/May.

The MSc is a part time two or three year course for which you can register after the completing the five modules of the PG Certificate. You must state at the time of registering whether you wish to follow the two or three year route. If you choose the two year course you will study four optional modules and carry out your research project in Year Two. If you choose the three year course you will study the four optional modules in Year two and carry out your research either over Years Two and Three or in Year 3 alone. You will be required to inform us which four of the seven optional modules you wish to study in Year Two and are expected to attend each of the two day face to face teaching sessions for each module.

All other study will be directed from the dedicated e-learning website and you will be expected to complete and submit all the formative learning assessments to ensure that your progress is satisfactory.

If difficulties arise due to personal or work related problems it is essential that you inform us. Failure to attend the face to face course components (lectures, practicals, tutorials, clinics) or submit your e-learning tasks can result in a request from the Board of Examiners for you to re-take part of the course, this being justified on the grounds that the examinations cannot adequately cover all aspects of the course of training provided. If a personal emergency or other circumstance arises which delays your completion of the PG Cert within nine months or the MSc within the three years you may apply for an Interruption of Studies (which will not normally exceed 12 months) and will recommence your study in the next academic year.
**Key Dates 2016-17**

**Closure dates**

Christmas/New year: College closes at your usual finishing time on the 23 December 2016–2 January 2017

Easter holiday: College closes at your usual finishing time on the 11 April 2017 – 18 April 2017

Early May bank holiday: 1 May 2017
Spring bank holiday: 29 May 2017
Summer bank holiday: 28 August 2017

**Key events**

Imperial Festival and Alumni Festival: 6–7 May 2017

**Programme dates**

See page 21 for an outline of the course programme and important course dates.

**Graduation**

The graduation ceremony for the PG Cert/Dip/MSc in Paediatrics and Child Health usually takes place in May the year following the submission of the thesis.
2. Programme information

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

[www.imperial.ac.uk/imperialmobile](http://www.imperial.ac.uk/imperialmobile)
2.1 Introduction

Faculty of Medicine

The Faculty of Medicine is one of the country's largest medical research and teaching institutions - both in terms of its staff and student population and its research income. It is an academic environment which finds strength in its diversity, size and make up. The administrative home of the Faculty is based at the heart of the main South Kensington Campus. It is an academic environment which finds strength in its diversity, size and make up. The Dean of the Faculty of Medicine is Professor Gavin Screaton.

The structure of the Faculty of Medicine allows Imperial’s wide-ranging academic disciplines to communicate and collaborate more effectively with one another: identifying strategic opportunities for collaborative development, and fostering a sufficiently adaptable academic environment to allow these alliances to mature.

The Faculty of Medicine at Imperial College brings together laboratory, clinical and population-based sciences, in a unique collaboration between laboratory scientists and health professionals. The Faculty has an international reputation for its excellence in medical research, development and teaching.

A key aim is to continue to improve the already high standards of patient care in our associated NHS Trust hospitals, by providing a wide range of multidisciplinary medical scientific skills, research and innovations.

The Faculty of Medicine benefits from widespread collaboration with the scientific and technological strengths in the other Faculties of Imperial College. This has enabled us to harness a wide array of scientific disciplines in the pursuit of excellence in medical research.

The Faculty of Medicine’s Research Strategy has been developed by our Strategic Research Committee. This allowed the identification of Strategic Research Themes, each of which is led by an expert of international research reputation. The Research themes are detailed below. More information can be obtained from https://www.imperial.ac.uk/medicine/research-and-impact/themes/

Each Strategic and Cross-cutting Research Theme is led by a Theme Leader of the highest scientific credibility, supported by a strong research management capability.

The Faculty of Medicine has close and productive relationships with many departments across the College. In particular, a firm working relationship with our colleagues in Natural Sciences has already been established, through combined research with the Biomedical Sciences and other Divisions and the establishment of the Graduate School of Life Sciences and Medicine.

The Faculty is organised into nine Divisions: Medicine; MRC Clinical Sciences Centre, Epidemiology Public health and primary care, Investigative Science; Kennedy Institute of Rheumatology; National Heart & Lung Institute; Neuroscience and finally Surgery, Oncology, Reproduction and Anaesthetics (SORA). The Divisions are multi-site based and together
establish a presence on the main hospital sites of the Brompton, Charing Cross, Chelsea & Westminster, Hammersmith, and St Mary’s.

The MSc in Paediatrics and Child Health belongs to the Department of Medicine, more information on which is provided below. Further details on the other departments can be obtained from the Faculty of Medicine web-site: https://www.imperial.ac.uk/medicine/

**Department of Medicine**

The Department of Medicine, headed by Professor Andy Bush, covers research in the areas of, immunology, cell biology, acute medicine, genomic medicine, molecular genetics and rheumatology, paediatrics, experimental physiology, infectious diseases, gastroenterology/hepatology, renal disease, toxicology and genetics. The work of the Department is carried out at four of the medical campuses; Hammersmith, St Mary’s, Chelsea and Westminster, Northwick Park and the South Kensington Campus. There is a broad spectrum of research, “from the bench to the bedside”, with a particular emphasis on the application of the modern techniques of molecular genetics and cell biology to questions relevant to understanding the pathogenesis of disease and developing new approaches to treatment. The Division is responsible for teaching a substantial part of the undergraduate and clinical curriculum within the School of Medicine. It also has an extensive programme of postgraduate teaching, comprising taught courses, short courses and supervised higher degrees.
2. Aims of the PG Certificate/PG Diploma/MSc in Paediatrics and Child Health

The programme has been designed to be applicable to students with a wide range of background skills in paediatrics, who require a detailed understanding of core research methodologies, critical evaluation, evidence-based approaches and the scientific basis of childhood disease. It is perceived that many of the students will be Specialty Trainee doctors in paediatrics (specialist registrar level); however the programme is specifically designed to be multi-professional and inter-professional and therefore it is also suitable for other healthcare professionals working with children and young people. For those without a formal medical training, the core textbook will be able to support your learning and give you the background that you will need to successfully complete the course.

We welcome applicants from within the UK, the EU and worldwide. The programme has been compiled so as to be compatible with the Bologna Process.

Students will initially register for a PG Certificate in Paediatrics and Child Health. This can be awarded in its own right or on successful completion of this component of the programme; students will be offered the opportunity to transfer to the PG Diploma or the MSc in Paediatrics and Child Health programme.

The PG Certificate in Paediatrics and Child Health offers a sound theoretical background to the principles of evidence-based medicine and critical evaluation, broad coverage of the scientific basis of childhood disease and focus on innovations in diagnosis and treatment within paediatrics. There are also opportunities to develop skills in teaching, learning and educational research within a paediatric setting.

The PG Diploma will allow students to develop their skills in more specialised subjects directed towards their own practice and research.

The MSc adds a rigorous academic training, an introduction to appropriate research methods and practice and the opportunity for intellectual development within a stimulating yet supportive environment.

By the end of the PG Certificate programme, students will have enhanced their understanding of the evidence-based child health, their critical appraisal skills, their understanding of the scientific basis of childhood disease and their diagnosis and treatment of important paediatric conditions through applying the most up to date and appropriate methods. They will also have developed skills in the use of the academic library and in computing applied to healthcare, as well as a deeper understanding of their own approach to adult learning.

Through completion of an MSc thesis, students will have gained experience in research methodology and techniques, design of a research project, data analysis and presentation, literature searching, critical appraisal and presentation of work for publication and at scientific and clinical meetings. In addition, they will have studied in depth a paediatric research project within their working environment.

This course is designed to integrate with clinical training to address key competencies from the Royal College of Paediatrics and Child Health curricula. It is designed within the Master’s level in correspondence with the Framework for Higher Education Qualification (FHEQ):
Once approved the relevant professional bodies will be contacted and application submitted for recognition as part of CPD. Every effort will be made to ensure that racial and gender equality is upheld.

In line with the mission and strategic intent of Imperial College, the course by definition includes a multi-professional team of teachers and students. This course offers the potential for collaborations with external partners. Aspects of the course focus on effective communication of findings to national and international healthcare workers as well as to the public.

As part of your MSc at Imperial College your training will incorporate elements that will provide professional transferrable skills, e.g.:

**Reflective independent learning**

This will be facilitated by your time spent on the excellent portfolio of e-learning materials provided within the Paediatric courses.

**Critical thinking**

As part of each assignment you will have to review the current medical literature and assess the relevance to the assignment topic; in order to cite references you will need to assess them and to discuss their findings.

**Communication of complex ideas**

You will participate in group debates on Evidence Based Medicine reviews, and will be assigned to defend either a pro or con stance, you will be asked to argue the position you are defending, even if you disagree with it.

**Interdisciplinary awareness**

Your faculty and fellow students will derive from various medical and allied health professions, and will deepen your understanding of the inter-professional collaboration needed to manage the medical, social and psychological aspects of caring for the paediatric patient and their family.

**Project and time management**

You will be set assignments which **must** be submitted by due dates. Your course lecturers will assist you with how to order and present an academic assignment. The importance of calculating the time required for each assignment and fitting this into your professional commitments, making early calculations of confounding factors which may hinder your
adherence to timelines, and the need to give your course director early notice if you have problems, will be emphasised.

**Flexibility and ability to manage complexity**

The modular nature of the course weeks and the availability of the on-line learning environment will require you to work flexibly in both your professional and academic roles, and to handle the complex requirements of your personal, academic and professional roles.

**Networking skills**

Your fellow students will come from a wide range of disciplines and professions and healthcare environments, and this will provide you with an excellent opportunity to network and extend your understanding of the approaches to the management of the allergic patient.
## Course Programme

The diagram below shows an outline of the course programme.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>PG Certificate</td>
<td>PG Diploma/ MSc</td>
<td>MSc</td>
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</table>

### Term 1 (October – December)

| Module 1 – Science and Evidence in Paediatric Practice: 17-21 October 2016 | Paediatric Allergy – Basic Introduction: 5-6 December 2016 | Ethics Application |
| Assignment due: 16 January 2017 | Assignment due: 09 January 2017 | (if not already done) |
| Written Exam: 06 February 2017 | Infectious Diseases and Host Defence: 7-8 December 2017 | Meeting with Research supervisor |
| | Assignment due: 06 February 2017 | (if submitting Dissertation) |
| | Ethics Application | Meeting with Research supervisor |

### Term 2 (January – March)

<p>| Module 2 – Nutrition Growth &amp; Development: 6-7 February 2017 | Meeting with Research supervisor | Meeting with Research supervisor |
| Assignment due: 20 March 2017 | (if submitting Dissertation) | |
| Module 3 – Recognition and Management of the Seriously Ill Child: 8-9 February 2017 | | |
| Assignment due: | | |</p>
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<tr>
<th></th>
<th>Date</th>
<th>Event</th>
<th>Assignment due</th>
<th>Meeting with Research supervisor (if submitting Dissertation)</th>
<th>2 year MSc</th>
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<tbody>
<tr>
<td><strong>Term 3</strong></td>
<td>02 May 2017</td>
<td><strong>Module 4 – Law and Ethics in Paediatrics:</strong> 15-16 May 2017</td>
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<td><strong>Paediatric Ventilation:</strong> 24-26 April 2017</td>
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<td><strong>Module 5 – Paediatric Sleep:</strong> 17-18 May 2017</td>
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<td><strong>Paediatric High Dependency Care:</strong> 12-13 June 2017</td>
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<td><strong>Term 4</strong></td>
<td></td>
<td><strong>Child Public Health and Social Paediatrics:</strong> 3-4 July 2017</td>
<td>07 August 2017</td>
<td><strong>Meeting</strong> with Research supervisor</td>
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<td><strong>Adolescent Health:</strong> 5-6 July 2017</td>
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<td><strong>Assignment due:</strong> 14 August 2017</td>
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<td><strong>Thesis due date:</strong> 4 August 2017</td>
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<td><strong>Viva:</strong></td>
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<td><strong>Meeting</strong> with Research supervisor</td>
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<td>14 or 15 September 2017</td>
<td>Viva: 13 or 14 September (Dates TBC)</td>
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2.3 Course Content Overview

Course Content Overview

The programme consists of the following modules:

The PG Certificate:
1. Science and Evidence in Paediatric Practice 10 ECTS (Core)
2. Nutrition, Growth and Development of the Child 5 ECTS (Core)
3. Recognition and Management of the Seriously Ill Child 5 ECTS (Core)
4. Law and Ethics in Paediatrics 5 ECTS (Core)
5. Paediatric Sleep 5 ECTS (Core)

The PG Diploma:

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

For modules 6 - 9 students select 4 out of:

a. Paediatric Allergy – Basic Introduction
b. Infectious Diseases and Host Defence
c. Paediatric Ventilation
d. Serious Infection and Critical care in Children
e. High Dependency Care
f. Adolescent Health
g. Child Public Health and Social Paediatrics

The MSc:

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

A Science and Evidence in Paediatric Practice (10 ECTS)
This core module will commence in October and will explore and explain the physiological basis of common problems encountered in paediatric practice. It will focus on the ontogeny of systems from conception to maturity and the way in which this affects susceptibility and manifestations of disease. Study of early life programming in cardiovascular disease, metabolic syndrome, respiratory conditions and allergy will cover mechanisms such as gene/environment interactions and epigenetics. Individual organ systems will be covered in detail including maturation, physiology, biochemistry, genomics and proteomics. Current understanding of neurodevelopment from studies of the preterm brain, and long term consequences of extreme prematurity will be covered. Immunology, biochemistry and haematology will be presented in ways that clarify what may go wrong during childhood and how laboratory tests should be employed and interpreted. Evidence based paediatric practice sessions will teach students how to critically appraise the literature, including hypothesis formulation, the contribution of epidemiology and qualitative research to practice and how to design appropriate clinical research studies. Assignments will be used to illustrate how different study designs can be tailored to answer different research questions. The resources for guiding clinical practice, such as NICE guidance, Cochrane reviews, and meta-analytical techniques will be appraised.

The face to face teaching will include 14 hours of lectures, 12 hours of tutorials/workshops to facilitate understanding and knowledge of the module topics. Outside this week they will be expected to complete 50 hours of Blackboard VLE tasks to reinforce their understanding and knowledge and spend 162 further hours on private study and assignment preparation. Assessment will be by an examination incorporating extended matching items and one best answer questions and a written assignment constructing a research hypothesis and design of a study to test the hypothesis.

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

This core module will take place in February and will require two days of face to face teaching. Topics covered will include normal control of foetal growth and disorders of growth pre-birth and genetic and environmental influences on growth before birth. Normal patterns of infant growth will be explored as well as common disorders, including behavioural feeding problems. Faltering and excess weight gain will be discussed. The influence of allergy and food intolerance as a growth problem will be looked at from an epidemiological, immunological and clinical standpoint. The course will cover hormonal control of growth throughout childhood and important disorders. Specific nutritional problems common in infancy-Vitamin D, iron deficiency and the public health aspects of common disorders of infant and child nutrition will be explored as well as control of puberty and common variants and the investigation of abnormalities of growth throughout childhood.
The face to face teaching will include 12 hours of lectures/tutorials to develop deeper understanding of the topics. In addition they will complete 20 hours of Blackboard VLE tasks and spend 89 hours of private study time to explore topics in more detail and prepare a written assignment.

C Recognition and management of the seriously Ill Child (5 ECTS)
(Module leaders: Prof Simon Nadel and Dr Mehrengise Cooper)

This core module will commence in February and will require students to attend Imperial College for two days of teaching. The face to face teaching will include a series of lectures covering the presentation, recognition, diagnosis, management and outcome of the conditions which most commonly cause life-threatening illness in children of all ages. It will develop knowledge of the epidemiology, pathophysiology and therapeutic principles of serious illness in childhood and provide experience of the skills and techniques required to diagnose, monitor and treat these conditions. Examples of illness covered in the modules include: Infection, Haematology, Trauma, Respiratory, Renal, Anaphylaxis, Cardiology, Neurology, and Neonatology. Current research themes with a potential impact on diagnosis and treatment will be explored. Students will have the opportunity to take part in case-based discussion using pre-recorded simulated scenarios which will help with the understanding and knowledge of the module topics.

The face to face teaching will include 12 hours of lectures/tutorials and in addition they will complete 20 hours of Blackboard VLE tasks and spend 89 hours of private study time to explore topics in more detail and prepare a written assignment.

D Law and Ethics in Paediatrics (5 ECTS)
(Module leader: Dr David Inwald)

This core module will commence in May and will require students to attend Imperial College for two days of teaching. It will be focussed on Medical Law and Ethics as applied to Paediatric Practice. The face to face teaching will include a series of lectures covering topics such as negligence, confidentiality, child protection, research, end of life management, organ donation, reporting of deaths and the Coronial process. There will be an “Ethics and Law panel” for you to bring cases to for discussion. Additionally, students will attend Westminster Coroner’s Court to further their knowledge and experience.

The module will enhance understanding of the ethical and legal principles of treating children. It includes the concepts of autonomy/capacity/best interests and negligence, as well as an appreciation of confidentiality and consent. The appreciation of the issues surrounding child protection and The Children Act 1989 will further the students understanding and provide a sound basis for their clinical decision making. The vital topics of research ethics in working with children and their families, end of life decision making and limitations to treatment and
conflict resolution – a practical approach are also thoroughly covered. The course also looks at aspects of child death including the role of the Child Death Overview Panel (CDOP), death certification and post mortem examinations, the Coroner’s role and Inquests."

The face to face teaching will include 12 hours of lectures/tutorials/discussion panel and in addition they will complete 20 hours of Blackboard VLE tasks and spend 89 hours of private study time to explore topics in more detail and prepare a written assignment.

**E Paediatric Sleep (5 ECTS)**

(Module Leader: Dr James Di Pasquale)

This core module commences in May and students will be required to attend Imperial College for two days of teaching. Lectures will provide historical and modern perspectives in sleep medicine with a dual emphasis: theoretical knowledge and practical skills that are most useful in a clinical setting. Face-to-face learning includes a series of lectures covering normal and disordered-sleep in the paediatric patient, ranging from infancy to adolescence, with a focus on the most common problems seen in clinical practice today. The impact of sleep problems on a wide range of developmental areas will be discussed including growth, cognition, behaviour, memory and learning. Clinical examination of the child at risk of respiratory and/or non-respiratory sleep-disorders will be covered, including how to take a comprehensive sleep-history. Polysomnography and other methods of measuring sleep will be introduced. Translational research that focuses on the impact of asthma and other atopic diseases on sleep-quality during childhood will be presented.

Face-to-face teaching includes 12 hours of lectures/tutorials. Students will also complete 20 hours of Blackboard VLE tasks and spend 89 hours of private study time to explore topics in more detail and prepare a written assignment.
5-8. Optional modules – these modules will carry both ECTS credits and CPD points.

PG Diploma and MSc students will choose four out of seven optional modules, which will be assessed through a written essay or an exam, and awarded ECTS points in case of successful completion.

Other healthcare professionals who have an interest in these specialised areas, but do not wish to enrol for the full MSc degree can register to do any or all of the 7 modules as stand-alone non-assessed short course through the Imperial College School of Professional Development.

Any of the PG Diploma or MSc students who wish to do all seven modules can do four as optional modules as part of their degree, and the remaining three as non-assessed stand-alone short courses.

PG Diploma and MSc Students choose four out of the following:

A. Paediatric Allergy - Basic Introduction (7.5 ECTS)

(Module leader: Dr Robert Boyle)

This module will commence in December and will comprise two and a half days of face to face teaching including 12 hours of lectures/seminars on: important national initiatives in Allergy; basic immunological mechanisms, the classification of reactions (IgE, non-IgE and hypersensitivity reactions), allergens and allergic inflammation, ontogeny of immune responses, genetic regulation, epidemiology of allergic disease, the immunological basis of asthma, rhinitis, eczema, food allergy, drug allergy and anaphylaxis. Case based sessions will teach the student how to put their theoretical knowledge into practice. Students will be taught how to take an allergy case history and conduct an examination of the child with suspected atopy. There will be a practical session looking at creams and lotions, inhaler devices and adrenaline autoinjectors and skin prick testing. Students will also complete 45 hours of Blackboard VLE interactive tasks. They will spend 125 hours of private study/ preparation for the assessment and prepare a written assignment.

This is a basic paediatric allergy module. If students want a more in depth option, they can apply to the Paediatric MSc course Clinical teaching Fellow to opt for the "Paediatric Allergy - Advanced" module on the Allergy PG Cert/Dip/MSc course in April/May.

B. Infectious Diseases and Host Defence (7.5 ECTS)

(Module leaders: Prof. Simon Kroll and Dr Gareth Tudor-Williams)

This module will commence in December and will comprise two and a half days of face to face teaching. There are considerable differences in susceptibility to infections at various ages.
Understanding the host/organism interactions will not only aid management, but also highlight targets for prevention. This module will provide a scientific basis of infectious disease throughout childhood and management strategies to improve outcomes. Specific subjects will be: meningococcal infection, HIV in childhood, tuberculosis, RSV bronchiolitis and other respiratory infections. Infection in the immune compromised host will be discussed. Students will receive 12 hours of lectures/seminars/workshops. They will have 45 hours of online Blackboard exercises to support and enhance their understanding of the module including real-time discussion fora. They will spend 127 hours of private study/ preparation for the assessment which will comprise a review of the immunological defence mechanisms employed against a chosen infective agent and how this could inform new treatment modalities.

C. Paediatric Ventilation (7.5ECTS)
(Module leaders: Dr Mehrengise Cooper and Ms Tamzin Dawson)

This module will commence in April will enable students to expand their scope of practice and critical thinking within the environment of Paediatric Intensive Care and within the discipline of Paediatric Ventilation. It will comprise three days of face to face teaching. Assessment, diagnosis and management of the ventilated child will be enhanced through the development of skills and knowledge in respiratory pathophysiology, paediatric ventilation strategies and weaning of ventilation. This module will also advance critical appraisal and clinical decision-making skills and the ability to take a strategic role in organisational decision-making. At the end of the module students will be able to:

- Systematically obtain, analyse, interpret and respond appropriately to clinical histories, presenting symptoms, physical findings and diagnostic information.
- Collaborate in case management through synthesis and prioritisation of historical and immediately derived data, whilst incorporating professional/legal/ethical standards into advanced clinical practice.
- Critically evaluate and utilise research evidence effectively to benefit patient care and to support the ongoing development of the nurse/ practitioner’s role and wider service provision.
- Take a strategic role in organisational decision-making, balancing the need for cost effectiveness whilst delivering a high quality service within a changing society and health service.

Students will have 12 hours of lectures/seminars and 6 hours of simulation scenarios. They will complete 45 hours of Blackboard VLE online exercises and spend 125 hours on private study/ assignment preparation. Course assessment will be by evidence of a learning contract, a folder of practice-based evidence and a written essay.

D. Serious Infection and Critical Care in Children (7.5 ECTS)
(Module leaders: Dr Sanjay Patel and Dr Aubrey Cunnington)
This module will commence in April and comprise two days of face to face teaching focusing on the fact that recognition of serious infection in children is a topic of national and international importance. Research shows that the death rate from infection in children in the UK is higher than the rest of Europe and serious infection in children is not well recognised in the acute setting. Research from Imperial College on meningococcal sepsis in children, the leading infectious cause of death, has shown that there is inadequate recognition and initial management of meningococcal sepsis in secondary care. The aim of this course is to give healthcare professionals who see acutely unwell children a practical and evidence based approach to diagnosis and management of a wide range of infections. It aims to provide a thorough understanding of the regular pitfalls in the diagnosis of infection and will highlight the life threatening consequences of such errors. Areas covered will include: Epidemiology of Paediatric infection, The septic child, Children presenting with: respiratory distress, neurological problems, a painful limb, Gastrointestinal presentations, Fever and a rash (to include Chickenpox, Toxic shock syndrome, Kawasaki disease), Practical microbiology: new bacteria and old and Antibiotics- what to prescribe and when. The module will be largely focussed around workshops and simulated scenarios (14 hours) complemented by 22 hours of Blackboard exercises incorporating the diagnosis and treatment of virtual patients including online discussions of the cases. Students will spend 129 hours on private study/assignment preparation which will consist of an evidence –based case history report.

E. High Dependency Care (7.5 ECTS)
(Module leaders: Dr Claudine De Munter and Dr Caroline Scott-Lang)

This module will commence in June and comprises of two days of simulated sessions, workshops and face-to-face teaching. The course aims to consolidate existing knowledge and give candidates a structured approach to the management of paediatric patients requiring High Dependency care.

Day one focuses on respiratory care, including airway management, treatment of the child with severe asthma and pneumonia, tracheostomy care and non-invasive ventilation. Day two is divided between the child with haemodynamic compromise, including recognition of shock and management of arrhythmias; the child with reduced consciousness; and stabilisation and preparation for transfer for children ultimately requiring Intensive Care.

They will spend 127 hours on private study and assignment preparation and prepare a written assignment.

F. Adolescent Health (7.5ECTS)
(Module leader: Dr Andrea Goddard)

This module will commence in July and will comprise two and a half days of face to face teaching. Topics covered will include adolescent medical, social and mental health problems,
the approach to the adolescent patient and provision of medical services for adolescents including transitional care. A particular focus will be on the sexual and mental health of adolescents. Specific topics will include: ethical dilemmas and adolescent sexual health, common adolescent gynaecological problems for paediatricians, eating disorders in adolescents, detection of adolescent mental health problems for paediatricians (and GPs and other health professionals), how to set up an adolescent service, the adolescent with disability and causes and consequences of adolescent vulnerability. Students will spend 12 hours in lectures/workshops/role play. They will spend 45 hours performing online case history evaluations and assessing the evidence base for certain management strategies in virtual scenarios and 127 hours on private study and assignment preparation which will comprise the construction of an education tool for adolescents on one of the course topics.

G. Child Public Health and Social Paediatrics (7.5 ECTS)

(Module leader: Dr Mitch Blair)

The module will take place in July and consist of a two day face to face course (12 hrs.) covering the following areas:-- Child health in the UK and Europe, measures of health and disease, current important child health problems affecting our children, child health in developing countries -- the majority world and why international child health is important. Global burden of childhood disease, to include infectious disease, AIDS and HIV, violence, reproductive health, tropical diseases and disability will also be studied. Children's rights and their relevance to child public health, determinants of child health and historical aspects of child public health in the UK will be investigated. Other aspects will include: techniques and resources for child public health practice, concepts and definitions in public health and health promotion practice, social paediatrics- definitions and scope and vulnerable children and their needs.

It will also build on earlier teaching on "disease causation", epidemiological study design and life course epidemiology approaches in the science and evidence base Module. Case studies in child public health and social paediatrics (including obesity prevention, promotion of immunisation, promotion of emotional health, injury prevention approaches service design for looked after children, recognition of domestic violence, and mitigating the health consequences of poverty and disadvantage will be the mainstay of this module developing and using the theoretical frameworks introduced in the two day course. This will use Blackboard and discussion forum resources (45 hours). Students will spend 125 hours on further private study and the preparation of a written assignment based on potential approaches to the improvement of child health. This module allows many of the RCPCH knowledge based competencies to be met in the areas of child public health and social paediatrics.
9. Research methods and project 30 ECTS

(Module leaders: Dr Mehrengise Cooper and others)

This module will commence in October. Overall it will comprise 20 hours of lectures, 10 hours of workshops and tutorials all online and available from the commencement of Year Two. There will be 20 hours of personal communications with project supervisors in the planning, performing, analysing and writing-up of the research project. This module will provide a general overview of research methods in healthcare and reinforce understanding of the importance of research for the evaluation of clinical practice. The following aspects will be included in this course: What is Research, Quantitative and Qualitative Research, Developing a research proposal, Evidence based approach to Literature Searching, Research Governance, Research Conduct, Ethics, Using Reference Manager, Critical Appraisal, Systematic review, Designing a Research hypothesis, Oral Presentation Skills, Study Design, Information Gathering, Protocol Construction and Measures of Validity, Sampling, Study Size and Power, Chance, Bias and Confounding Factors, Structuring a Research Dissertation, Designing a Research Proposal including a Literature Review.

Students will also cover theoretical and applied statistics; descriptive and inferential statistics; populations and samples. Students will explore the use of statistical software for data analysis. In particular they will gain skills in descriptive statistics; those that explore differences between groups and those that examine relationships between variables.

Skills learned in this module will be consolidated by practical experience in designing, constructing and presenting a research project by dissertation. Participants will prepare a research plan for approval by October in their first year of study. They will then conduct the planned research and produce a dissertation of 10,000 words (excluding tables, appendices and references). Projects will relate to module areas and will be supervised either by the Module Director or by another supervisor approved by that Module Director.

Projects can either be carried out at Imperial College or at the student’s own institution provided appropriate supervision can be established. An Imperial College based on-site supervisor will be identified to oversee the project and to make sure it stays on track. Supervisors will be confirmed at the beginning of the course and regular meetings with the on-site supervisor are essential to monitor progress. All supervisors will be required to have achieved at least a Masters postgraduate degree themselves. Students will be required to present their project proposals (in written format) before commencement of the project and these will be approved by the Programme Directors.

Systematic reviews carried out at the student’s own institution are acceptable as research projects as long as the student can demonstrate their understanding of the research issues and implication for paediatric disease.
Assessment will be by both presentation of the written research Dissertation and a viva voce in September of the 2\textsuperscript{nd} or 3\textsuperscript{rd} year. Students will be required to give notification of submission by June of the year they wish to submit. The written Dissertation will be marked by two internal markers and moderated by the external examiner. The viva voce will be examined by one of the internal markers and the external examiner.

If a personal emergency or other circumstance arises which delays the student’s completion of the research project within the three years they may apply for an Interruption of Studies (which will not normally exceed 12 months) and will recommence their study to submit in the next academic year.
### 2.4 Important Links and Appendices:

**Appendix A: Programme Specification**

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

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

The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

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<td>8. UCAS Code (or other coding system if relevant):</td>
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<tr>
<td>9. Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points:</td>
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10. **Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ):**

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

11. **Mode of Study:** Part time

12. **Language of Study:** English

13. **Date of production / revision of this programme specification (month/year):**
   September 2015

14. **Educational aims/objectives of the programme**

   The programme aims/objectives are to:

   - produce graduates equipped to further careers in healthcare and in particular to enhance the number of individuals from multi-disciplinary backgrounds who have an understanding of the scientific basis of childhood disease as well as the most up to date and appropriate methods in the diagnosis and treatment of paediatric conditions;
   - provide a solid foundation for those who intend to go on to study for an MD or PhD;
   - develop understanding of processes involved in improving the management of paediatric patients;
   - provide a training in research skills;
   - provide a supportive learning environment;
   - attract highly motivated students, both from within the UK and from the EU and internationally;
   - develop new areas of teaching in response to the advance of scholarship and the needs
   - of vocational training
15. Programme Learning Outcomes

1. Knowledge and Understanding

Knowledge and Understanding of:

The PG Certificate:

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

The PG Diploma:

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

And the MSc:

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

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

These will be delivered through:

Nine taught modules that will cover both core and more specialised topics.
Dedicated training in core transferable skills.
A major research project in year two or Years Two or Three of the programme.
Every taught module will include a piece of coursework and a number of online learning tasks which may be either individual or group-based. During the research project, feedback will be provided through the supervision process. A pro-forma will be used for the formal reporting of progress. This will serve the dual function of ensuring that students can monitor their own progress, and of allowing the course organizers to put in place additional teaching or resources where weaknesses are identified.

2. Skills and other Attributes

**Intellectual Skills**: able to

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

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

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

**Practical Skills**: able to

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

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

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

Transferable Skills: able to

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

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

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

16. The following reference points were used in creating this programme specification:

FHEQ, European Higher Education Area (EHEA), Course Handbook, RCPCH Competency Frameworks

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

The programme consists of the following modules:

The PG Certificate:
1. Science and Evidence in Paediatric Practice 10 ECTS (Core)
2. Nutrition, Growth and Development of the Child 5 ECTS (Core)
3. Recognition and Management of the Seriously Ill Child 5ECTS (Core)
4. Law and Ethics in Paediatrics 5 ECTS (Core)
5. Paediatric Sleep 5 ECTS (Core)

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

For modules 5-8 students select 4 out of:
a. Paediatric Allergy - Basic Introduction
b. Infectious Diseases and Host Defence
c. Paediatric Ventilation
d. Serious Infection and Critical care in Children

e. High Dependency Care

f. Adolescent Health

g. Child Public Health and Social Paediatrics

The MSc:

9. Research project: including a taught component on research methods (in the Science and Evidence module) and dissertation 30 ECTS (Core).

The PG Certificate is offered as a nine month part-time course comprising four modules - two of 10 ECTS each and two of 5 ECTS each.

The PG Diploma is offered as two year part-time course comprising the PG Certificate and four optional 7.5 ECTS modules

The MSc programme is offered as a part-time, three year course with an option of award after two years if the Dissertation project is completed successfully after this length of time. The MSc is comprised of two parts: the taught component (comprising the PG Diploma modules) and a research component. The taught components will include lectures, workshops and tutorials. During the taught components students will be expected to carry out one piece of course work relating to each module consisting of a written assignment, written examination or an oral presentation. Modules 1-5 will be taught in the first year, modules 6-9 in the second year and module 9 (Dissertation) will have taught components available from the start of Year Two. The research project will be carried out in Years Two and/or Three for which students will submit a dissertation for examination and a viva either at the end of the second or third year.

The PG Certificate consists of 74 hours of lectures, tutorials & workshops with course tutors (online and face to face) and 130 hours of Blackboard tasks, giving a total of 258 hours of teaching. Students will be expected to spend 518 hours of private study and assessed coursework. Assessed coursework will include essays and reports with a word limit of 2000-2500 words and written examinations

The Postgraduate Diploma comprises a further 48 hours of lectures & tutorials/workshops with course tutors (online and face to face) and 180 hours of Blackboard tasks, giving a further 252 hours of teaching. Students will be expected to spend a further 288 hours of private study and a further 220 hours on assessed course work.
Overall the MSc consists of 122 hours of lectures, tutorials/workshops with course tutors (online and face to face) and up to 310 hours of Blackboard tasks, giving a total of 432 hours of teaching. Students will be expected to spend 806 hours of private study and a further 800 hours on assessed coursework.

A total of 90 ECTS are required for the Master’s degree to be awarded.

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

- An induction programme for orientation, introduction to library and computer facilities including Blackboard
- MSc Student Handbook which includes detailed information about course requirements, assessment and learning outcomes
- There are currently several research groups of postgraduate research students and postdoctoral researchers conducting research in paediatrics and child health at St Mary’s campus and NHLI.
- Library and other learning resources and facilities at St Mary’s and also at the South Kensington Campus.
- An MSc Staff -Student committee, which meets three times per year.
- The Teaching Fellow would take on the tutor role for all Paediatrics Students. The Course Directors would step in to support should there be a student who, for whatever reason, is uncomfortable talking to their tutor.
- Students conducting their research projects at an external site are assigned a member of Imperial College academic staff to oversee progress and to advise on the project dissertation.
- Support provided by fellow students and regular use of Blackboard, in particular the discussion facility
- Student email and open personal access to tutorial staff including the Course Director.
- Access to student counsellors on the South Kensington site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance, e.g. on careers.
- Access to English language support from South Kensington, on application to the clinical teaching fellow

19. **Criteria for admission:**

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

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

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

21. Methods for evaluating and improving the quality and standards of teaching and learning

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

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

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

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

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

Specifically for this course:

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

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

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

The **Quality Assurance and Enhancement Committee** (QAEC) is the main forum for discussion of QA policy and the regulation of degree programmes at College level. The QAEC develops and advises the Senate on the implementation of College policies and procedures relating to quality assurance, enhancement and internal audit of quality and arrangements necessary to ensure compliance with national and international frameworks and codes of practice relating to academic standards, quality assurance and enhancement.

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

The **Faculty Teaching Committees** maintain and develop teaching strategies and promote interdepartmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.

**Departmental Teaching Committees** have responsibility for the day-to-day oversight of a department’s programmes including the approval of minor changes to course curricula and examination structures and approval of arrangements for course work.
c) Mechanisms for providing prompt feedback to students on their performance in course work and examinations and processes for monitoring that these named processes are effective:

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

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

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

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

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

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

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

g) Staff development priorities for this programme include:

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

3.1 Examinations and Assessment

Summary of grades, marks and their interpretation for PG Cert and MSc degree classification is as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARKS</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70% - 100%</td>
<td>Marks represent a distinction performance</td>
</tr>
<tr>
<td>B</td>
<td>60% - 69%</td>
<td>Marks represent a merit performance</td>
</tr>
<tr>
<td>C</td>
<td>50% - 59%</td>
<td>Marks represent a pass</td>
</tr>
<tr>
<td>D</td>
<td>40% - 49%</td>
<td>Marks represent a fail performance at MSc level</td>
</tr>
<tr>
<td>E</td>
<td>0% - 39%</td>
<td>Marks represent a fail performance (with major shortcomings)</td>
</tr>
</tbody>
</table>

PG Certificate

Science and Evidence in Paediatric Practice

Assessment will be by an examination incorporating extended matching items and one best answer questions and a written assignment constructing a research hypothesis and design of a study to test the hypothesis. The examination will be held on the first day of the face to face teaching week for the second module - Nutrition, Growth and Development of the Child in February 2017. Students who fail the examination will be given verbal feedback on their performance and will be required to complete a second assessment. Any student who fails at the second attempt will not be allowed to progress with the course.

Nutrition, Growth and Development of the Child

A 2000 word written review of one topical issue covered by the module with literature search to present a balanced overview of the current state of knowledge.

Students who do not achieve the pass mark on the written assignment at the first attempt will be given written feedback on their submission and will be required to resubmit a revised version. Any student who fails at the second attempt will not be allowed to progress with the course.

Recognition and management of the seriously Ill Child
Assessment will be a 2000 word written assignment concentrating on a selected aspect of serious illness in childhood and describing the cause of the illness, its effect on physiology, the natural history of the condition and the chosen management plan including a discussion of the roles played by each member of the healthcare team involved.

**Law and Ethics in Paediatrics**

Assessment will be a 2000 word written assignment describing EITHER an anonymised case which raised an ethical or legal dilemma in a child you have been involved with OR a theoretical case, if you have not personally been involved in a case. Marks will be awarded for demonstrating an understanding of BOTH the ethical and legal principles pertaining to the case, a discussion of how the case was managed and should ideally be managed (including conflict resolution, if appropriate). Consider and describe the role of the child, the parents, the MDT in primary and secondary care, social services and the Law, as appropriate.

**Paediatric Sleep**

Assessment will be a 2000 word written assignment concentrating on an aspect of sleep disturbance or a medical problem that is compounded by sleep issues in childhood and describing the history of the condition and the role that polysomnography and other diagnostic tools can play in the diagnosis and the chosen management plan to relieve the problems.

<table>
<thead>
<tr>
<th>Due Dates – PG Certificate Course Module Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE</strong></td>
</tr>
<tr>
<td>Science and Evidence in Paediatric Practice</td>
</tr>
<tr>
<td>Science and Evidence in Paediatric Practice Exam</td>
</tr>
<tr>
<td>Nutrition, Growth and Development of the Child</td>
</tr>
<tr>
<td>Recognition and management of the seriously Ill Child</td>
</tr>
<tr>
<td>Law &amp; Ethics in Paediatrics</td>
</tr>
</tbody>
</table>
PG Diploma

A. Paediatric Allergy - Basic Introduction
B. Infectious Diseases and Host Defence
C. Paediatric Ventilation
D. Serious Infection and Critical Care in Children
E. High Dependency Care
F. Adolescent Health
G. Child Public Health and Social Paediatrics

All of these modules have an assignment of 1500 - 2500 words, which is due approximately 5 – 6 weeks after the module ends.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Date Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paediatric Allergy - Basic Introduction</td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Infectious Diseases and Host Defence</td>
<td>06/02/2017</td>
</tr>
<tr>
<td>Paediatric Ventilation</td>
<td>30/05/2017</td>
</tr>
<tr>
<td>Serious Infection and Critical Care in Children</td>
<td>05/06/2017</td>
</tr>
<tr>
<td>High Dependency Care</td>
<td>17/07/2017</td>
</tr>
<tr>
<td>Adolescent Health</td>
<td>14/08/2017</td>
</tr>
<tr>
<td>Child Public Health and Social Paediatrics</td>
<td>07/08/2017</td>
</tr>
</tbody>
</table>

If the student is planning to exit with a PG Diploma, their mark will be calculated as follows: 50% PG Certificate result and 50% Diploma result to give the final mark.
In order to submit the thesis, you must have presented the research proposal outline to the course Clinical Teaching fellow in the first term of the second (Diploma/MSc) year and at least TWO (although ideally all 3) of the three monthly research progress reports with your primary supervisor (due in January, April and July). These can be found on Blackboard and downloaded from there. These are YOUR responsibility and we will not chase you for them.

Regulation of Assessment

a) Assessment Rules and Degree Classification:

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

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

b) Marking Schemes:

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

How the Overall MSc is weighted:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Weighting</th>
<th>Components</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Cert</td>
<td>30%</td>
<td>3 pieces of course work (module 2 and 3 coursework combined to make an overall score) plus a combined mark from an examination and a piece of coursework with the 3 elements each weighted equally</td>
<td>Double marked internally and agreed with external examiner</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>30%</td>
<td>Overall mark will incorporate PG cert</td>
<td>Double marked internally and agreed with external examiner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 pieces of coursework each weighted equally</td>
<td></td>
</tr>
</tbody>
</table>
### c) Processes for dealing with mitigating circumstances:

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

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

Or

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

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

### d) Processes for determining degree classification for borderline candidates:

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

### e) Role of external examiners:

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

23. **Indicators of Quality and Standards:**

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

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

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

PG Certificate/PG Diploma/MSc in Paediatrics and Child Health website: [http://www.imperial.ac.uk/medicine/msc-paediatrics](http://www.imperial.ac.uk/medicine/msc-paediatrics)
3.2 Marking of Written Assignments

The following scheme will be used for the marking of each component of the assignment:

>90% outstanding essay (Distinction mark):
Well-structured with good argument and containing extra material that you would not expect the average candidate to know.
The student has impressed with their knowledge and understanding of the area.

70-80% very good essay (Distinction mark):
Either well-structured with good argument, or containing extra material that you would not expect the average student to know.
The student both knows and understands the subject.

60-69% good essay (Merit mark):
Containing all the salient facts and reasonably well organised.
The student knows the subject well, but maybe is unable to demonstrate high levels of understanding.

50-59% adequate essay (Pass mark):
Containing essential facts.
Or it might contain all the salient facts but betray a basic lack of understanding or a lack of organisation.
The candidate knows the subject adequately, but not to any detail.

40-50% bad essay (Fail mark):
Either missing out essential points or getting them wrong.
Disorganised argument.
The student basically does not know the subject well enough (or has not left themselves enough time to demonstrate their knowledge).

30-40% very bad essay (Fail mark):
The student has got one or two things correct, and has some rudimentary knowledge of the topic.

20-30% (Fail mark):
The student has failed to grasp the topic, but has got a couple of facts correct.
Alternatively the student has some rudimentary knowledge, but has made gross errors of fact or understanding.

10-20% (Fail mark):
The student has got a couple of facts correct, but has also included many gross errors.

0-10% (Fail mark):
The student shows little or minute amounts of knowledge.

For the PG Certificate the five elements (Science & Evidence, Nutrition, Growth and Development + Recognition and Management of the Seriously Ill Child, Law and Ethics in Paediatrics and Paediatric Sleep must all be passed at 50% or above. Where there is more than one assessment, the average mark must be 50% or above and no mark less than 40% will be condoned.

In Year 2 (PG Diploma) of the MSc the students choose four optional modules and the overall average mark of the four must be 50% or above as they are components of an element. A mark of less than 40% will not be accepted as a condoned failing mark for any component. If a mark of less than 40% is achieved in any of the four options the assignment will have to be resubmitted. The Dissertation element is made up of the Dissertation itself and the Viva voce and the overall mark for the two components must be 50% or greater. Again no mark of less than 40% will be accepted as a condoned failing mark.

Obviously if you submit a written assignment that is very much below the word count detailed in the assignment briefing form you are unlikely to achieve high marks. However if you submit an assignment that is more than 10% above the prescribed word, count your mark will be capped at 50%. Please ensure you always make the word count immediately clearly visible on the cover sheet of your assignment. Any inaccurate representation of the word count will be penalised as will excessive use of charts, tables and diagrams to make the assignment seem more substantial than it is.

You will also be capped at 50% if you submit your assignment late without prior arrangement with the course director.
As a guideline, PG Certificate and PG Diploma students can view template of the internal examiner mark sheets, so that you will know how to structure your essay.

For all modules in the MSc you will be asked to carry out e-learning exercises. While an important and compulsory part of the course, and useful for providing feedback on progress, any marks obtained do not count towards the award of the PG Certificate/PG Diploma or MSc.

The following aspects of the thesis and viva voce will be assessed:

- Presentation of thesis – professional/appropriate (see guidelines)
- Is the introduction informative and relevant to the topic of research?
- Does the Material and Methods section describe all the techniques used in the project, are they clear, do they follow a professional format (e.g. product sources)?
- Results. Are these clearly presented, and appropriately analysed with statistical analysis where suitable?
- Discussion. Has the significance of the work carried out and its relationship to the published literature been discussed?
- Oral examination. Students comprehension of the research procedures used, the data obtained, and its academic significance.

As a general guide, during the viva, you must:

- Summarise the main findings of your study as a beginning to the viva
- Make sure that you are fully aware of the messages reported in the references you have used in case an examiner asks you specifically about someone else’s work and how this compares to their results.
- Discuss the broader aspects of the area you have chosen and not just the specifics of your study.
- Describe future work that could be done continuing from the study you have performed and its findings.

It is strongly recommended that you arrange a ‘mock’ viva with your supervisor in person, by phone or by Skype. These sessions can really help you prepare and perhaps give you a healthy confidence boost for the day. If you have an Imperial supervisor and would like any help scheduling a session and venue, please let me know and I will do my best to assist.
Failure of assessments

A candidate who does not pass written examinations for the course at the first attempt can retake on one occasion only. Your overall result for the Post Graduate Certificate will be considered by the Examination Board in mid-September and you will be informed of your results following the meeting. All students who have failed the Post Graduate Certificate will not have the option to progress to the Post Graduate Diploma/MSc.

Candidates should be aware that course content (both lectures and practicals), is updated every year, as such, candidates should consult the following year’s timetable to ensure they are aware of all the examinable components of the course.

If a student has failed more than one module assignment, they will not be able to progress onto the PG Diploma/MSc year.

If a student has failed one module but has an average of at least 60% in the remainder of their module assignments, they will be given the opportunity to re-sit their failed module. Provided they pass the second attempt, they will be able to progress on to the PG Diploma year.

Absence from examinations

Examinations are a course requirement, and must be taken in person on the date specified. A candidate who is registered for an exam, but is not able to take it because of illness or because of some other serious matter (e.g. the death of a close relative) should notify the course organiser and the Registry immediately. The candidate must provide a medical certificate or other statement confirming the circumstances of the absence to the Registry immediately. Failure to do so other than on grounds of illness or the death of a near relative can result in the student being failed in the examination, and therefore required to re-sit in the following year.

In these circumstances the candidate would normally be allowed to take the examination when the examination is next held and this would be counted as his/her first attempt.

Students are reminded that if they are ill at the time of an examination a medical certificate must be supplied within seven days, and that any examinations missed on account of illness cannot necessarily be taken until the following year.

Mitigation / extenuating circumstances policy and procedures:


Complaints and Appeals procedures:
Withdrawal from examinations

A candidate, who unexpectedly finds that he/she is unable to sit the examination after having completed the module, must inform the Course Organiser and the Registry immediately. The candidate must also inform the Academic Registrar in writing of his/her withdrawal from the exam. The Academic Registrar must be informed at least seven days before the examination otherwise the University will count this as his/her first attempt even though he/she did not take the exam. Any such deferral must be approved by the appropriate College Committee, and that approval is only agreed in exceptional circumstances.

Weighting of each element

In order to get a distinction it is necessary to perform at a high level in all the modules. The final decision rests with the examining board, but in general the overall percentage mark must be greater than 70%, and the candidate must have achieved close to a distinction mark in every module. In other words, it is not sufficient to perform really well on a few modules, and get lower scores on the other modules, even if the final percentage mark is >70%. Students must achieve greater than 70% for both the taught and research components of the course. The final decision on whether to pass, fail or award a merit or distinction rests with the board of examiners, which includes two external examiners as well as the members of academic staff. In very special circumstances the board can waive the need to retake particular elements of assessment. This is rarely done and can only be decided at the full meeting of the examiners, which occurs after the viva’s (September).

Exceptions

Both Imperial College London and the Academic Staff are sympathetic to genuine difficulties which some students encounter during their course, and can often help, in many ways, a student in trouble - but this can only be done if you report the difficulty when it occurs. It is absolutely essential to keep in contact with us.
3.3 Guidelines for Dissertation

WARNING: This always takes much longer than you think it will, so you should start creating the individual sections as soon as you feel able e.g. you should be able to write most of your Introduction and Materials and methods as you begin your project. If you do this you should be able to complete by the submission date. You will need to prepare five copies: one for each examiner (one-two internal, one-two external) one for your supervisor and one for yourself as well as the electronic submission of your thesis. Both the “hard” copies and the electronic copy of your thesis must be submitted by the due date for the submission to be considered successful.

Structure

The dissertation should be approximately 50 - 70 pages long and should not exceed 10,000 words. The word count must be state at the bottom of the abstract page. The page limit does not include figures or references. The dissertation should be divided into the following sections:

- Title Page
- Acknowledgements
- Table of Contents
- Abbreviations
- Abstract (approximately 1/2 to 1 page)
- Introduction (10 pages maximum). This does not include Figures/Tables or legends.
- Materials and Methods (approximately 10 pages).
- Results (approximately 10 to 20 pages). This does not include Figures/Tables or legends.
- Discussion (approximately 10 to 20 pages)
- References

The dissertation should be typed a suitable sans serif font, e.g., 12pt Times Roman, Arial 11pt on A4 paper, with lines double spaced and with suitable margins to permit binding. As a suggestion; top, bottom and outside margins 0.75 inch, and inside (bound margin) 1 inch. Page numbering can easily be set in the bottom margin area 0.5inch from the edge of the paper.

Each major section (Introduction, Materials and Methods etc.) should start at the top of a new page. Paragraphs should be made clearly visible either by indenting the first line or by leaving an additional blank line between paragraphs.

The dissertation should be written in your own words (see notes on plagiarism).
Before you start to write your dissertation, it is a good idea to look at some previous theses to see what the finished product looks like. Ask your supervisor to recommend the best examples.

**Title page**

This should contain the following and be set out as shown:

- **Imperial College logo:**
  ![Imperial College logo](image)
- **Dissertation Title**
- **Student’s full name**
- “A thesis submitted in partial fulfilment of the requirements for the degree of MSc in Paediatrics and Child Health”
- **Imperial College London**
- **September 2017**
- **Supervisor (‘s) name(s)**
- **Acknowledgements**

Remember to thank your supervisor and any other workers who assisted/advised you. You should also acknowledge any funding agency.

**Abbreviations**

You should list on a separate page all the abbreviations that you have used in your thesis.

Try not to invent too many abbreviations of your own, as it can make it hard work for your examiner to read. In addition, the first time that you use an abbreviation in the main text, you must define it, e.g. “Antigens are internalised by an antigen presenting cell (APC)”
The next time you can simply use the abbreviation, e.g. “The main APC in the skin is the Langerhans cell”. You must be consistent. Once you have defined an abbreviation, always use the same abbreviation and do not revert to the original words.

Abstract

This should give a brief summary of the purpose of your study, the techniques that you chose to use, the major findings and a discussion of the technical aspects and academic significance of these results.

Introduction

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

Materials and Methods

This section should describe the subjects, questionnaires, reagents, cells etc. that you used and the methods that you carried out. This should give sufficient detail such that someone could read the protocol and then repeat the research themselves.

Commercial reagents should have their source (i.e. the company, town and country) in brackets after they are mentioned for the first time, but not on subsequent occasions, e.g. “Monoclonal antibody LP34 (Dakopatts, Denmark) was used to detect epithelium. Epithelial cells in the thymic medulla labelled more strongly with LP34 than those in the cortex.” However, the country should only be given the first time a company is mentioned. On subsequent occasions the name of the company is sufficient, e.g. Monoclonal antibody T2 (Dakopatts)”

Results

Obviously the exact way in which you present your data will depend upon the nature of your data. However, the following general rules apply to all studies. Your data should be concisely described in the text. Details should be presented as Figures (e.g. graphs, algorithms) and Tables. Figures and Tables should each be numbered (e.g. Fig.1, Fig. 2 etc., Table 1, Table 2 etc.) and should be referred to in the appropriate position in the text, e.g. “The distribution of central heating in homes in relation to house dust mite numbers showed no relationship (Fig. 1) but there was a significant relationship between humidity and mite numbers (Fig. 2; Table 1).”
It is also a good idea to present your data in 2 ways - as basic raw data in a Table or photographs, and collated/analysed, e.g. graphs, histograms etc. In this way your examiner can judge both the data and your analysis of it.

For numerical data, you should apply statistical analysis where appropriate.

**Discussion**

There are two aspects to a discussion:

- Technical
- Academic

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

For the academic part you should summarise the major findings of your research data, and then discuss your interpretation of these data and what you feel is their significance in the context of work that has been published in the literature. It is important to be critical in your discussion of both your data and the literature. Critical does NOT mean negative, but rather point out both positive and negative aspects of the work. Finally, you should discuss future work that could be done to answer the unanswered questions that remain at the end of your work, and the direction in which you think this research might lead.

**References**

When you write your thesis you will need to cite previously published work. Wherever possible every statement should be backed up by a suitable reference; this may be an original article, a review or possibly a book. In general it is not a good idea to cite text books. You can also cite web sites though you should indicate the date on which the site was accessed. In the text, a reference should be quoted in brackets at the end of the relevant sentence, by giving author(s) and date; where there are 3 or more authors, only the first author followed by "et al." is given, e.g.:

One author paper:

B cells develop within the mammalian bone marrow (Smith, 2000).

Two author paper:

T cells develop within the thymus (Smith and Jones, 2001).
Three author paper:

T and B cells develop from a common haemopoietic stem cell (Smith et al. 2002). [NB “et al.” is the abbreviated form of the Latin et alia meaning, ‘and others’. Et al. (and all other Latin phrases such as in vivo, in vitro) should be written in italics e.g. et al.]

Where two or more papers are quoted together at the end of a sentence they should be in chronological order, separated by a semi colon, e.g.: “The thymic microenvironment plays a critical role in T lymphocyte development (Smith, 2000; Smith and Jones, 2001; Smith, et al., 2002).”

Where the same author has published 2 papers in the same year they should be called a. and b., according to the alphabetical order of the second author, e.g.:

Jones, et al., 2000a (for Jones, Bishop and Smith, 2000)

All the references quoted should then be collected together at the end of the thesis arranged in alphabetical order. Here, all the details (including all authors, full title, volume number and first and last page numbers) should be given as follows: “Jones, P.M., Smith, E.J., Buchanan, J., Rivers, P.M. and Head, L.T. (2001). The art of writing a MSc. thesis. J. Immunol. 43: 21-37.”

Each journal has a standard abbreviation, as shown in Medline.

When you want to refer to a chapter in a book:


When you want to refer to a whole book:


When referencing a website, the website and the date you accessed it should be given.


Do not quote a reference that you have not read; reading the abstract is not sufficient.
Do not put a reference in the Reference section of your thesis unless you have quoted it in the text.

There are computer programmes such as EndNote and Reference Manager that can aid you in typing your references. The library runs training courses. If using EndNote, please ensure you use the correct settings within EndNote to give you the formatting described above.

**Binding your Dissertation**

You can bind your dissertation yourself using the spiral punch binder in the Wellcome Library at the Hammersmith Campus. Libraries on other Imperial College London campuses also have binding machines, as do a few select departments. Find out locations and availability of binding machines well in advance of the submission date. Alternatively you can pay for it to be done at local shops. A few suggestions of places students have used in the past are given below. Prices vary widely from place to place so please check in advance. Please note that the cost of preparation of a thesis is carried by the student - not the department.

- Prontaprint (www.prontaprint.co.uk/services.asp)
  o 114 Chiswick High Road www.chiswick.prontaprint.com
  o 135 Notting Hill Gate www.nottinghillgate.prontaprint.com
  o 11 Old Brompton Road www.southken.prontaprint.com
- ColorMax 12 the Broadway Ealing www.colormax.uk.com
- Blissetts Bookbinders Roslin Road Acton www.blissetts.com
- Office Depot based on the South Kensington Campus
- Most Office world Shops.
- The library at St. Mary’s has a binding service for a small fee.

**Timetable and Submission**

**August** – your dissertation is due on the first Friday in August and the submission on that date should comprise of three hard copies and one e-copy. They should be sent to the course Administrator who will acknowledge their arrival and provide a receipt. The deadline for the submission of your thesis is: Midday, Friday 4 August. You will need to hand deliver or post three bound hard copies by this time and date to/at St Mary’s and email an electronic copy to the course administrator. Your submission will be deemed incomplete if you do not provide both hard and electronic copies by the deadline and you may be penalised. You may also be penalised if your thesis is excessively above or below the 10,000 words limit i.e. +/- 1,000 words. If you or a friend/colleague are unable to deliver the thesis in person, you are advised to allow a few extra days to post. It is strongly recommended that you use either special or recorded delivery so you can ensure it will arrive on time.

**September** - Your oral examination will be held in the first three weeks of September in the year you submit. You should use your time between submission and examination to read
your thesis and read generally in the relevant areas. Arrange a time with your supervisor for a 'mock' viva. Your oral examination will be conducted by two to three examiners, (one to two internal and one external) which must be in person.

The examination will be approximately 30 minutes long, and you will be examined on the technical and academic aspects of your research project and dissertation.

The same examiners will perform the viva voce as read the dissertation. Students are not informed of the identity of their examiners in advance of the day of the viva.

Problems

We hope that you do not have any problems during your time with us. However if you do, there are several places you can turn to:

• If you have financial problems, please contact the Registry who may be able to advise on funds that are available to help students in need;

• If you have health problems, you should make an appointment either with your local GP or the Occupational Health Service at South Kensington.

• Counselling services are also freely available for students. They act as a totally confidential service for students and staff to discuss any sort of problem with a sympathetic, trained, counsellor. They can be reached at: Student Counsellor at Imperial College London, Room 446, Sherfield Building, South Kensington. Telephone 020 7594 9637

If at any stage you have problems that interfere with your course of study PLEASE inform your module leader, your clinical teaching fellow Heather Hanna or your course director Dr Mehrengise Cooper. We may be able to help, but can only do so if we know that there is a problem.

Whom to contact with an enquiry

If you have an academic question, you should contact your module leader in the first instance.

If you have a question about the course, you should contact Mrs Heather Hanna or Dr Mehrengise Cooper. Please make initial contact by email, as they may be able to answer your query more efficiently that way.

If you have a non-academic question, you should contact the course administrator Miss Olutola Ositelu. Internal extension: x 42523 or external: 020 7594 2523

If you have a question about administration/finance, contact the Postgraduate Registry. Internal extension: x 48089 or external: 020 7594 8089
3.4 Plagiarism

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

Plagiarism, that is, the presentation of another person’s thoughts or words as though they were your own, must be avoided, with particular care in coursework, essays and reports written in your own time. Note that you are encouraged to read and criticise the work of others as much as possible. You are expected to incorporate this in your thinking and in your coursework and assessments. But you must acknowledge and label your sources.

Direct quotations from the published or unpublished work of others, from the internet, or from any other source must always be clearly identified as such. A full reference to their source must be provided in the proper form and quotation marks used. 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.

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 in a way approved by your department. You should therefore consult your tutor or course director if you are in any doubt about what is permissible. You should be aware that you have a collective responsibility for the integrity of group work submitted for assessment.

The use of the work of another student, past or present, constitutes plagiarism. Where work is used without the consent of that student, this will normally be regarded as a major offence of plagiarism. Failure to observe these rules may result in an allegation of cheating. Cases of suspected plagiarism will be dealt with under the College’s Examination Offences Policy and may result in a penalty being taken against any student found guilty of plagiarism.

For further information, please refer to the Cheating Offences Policy and Procedures section on page 76 of this handbook.
4. Board of examiners

**Board of Examiners**

- Dr. Mehrengise Cooper, Course Director
- Mrs Heather Hanna, Clinical Teaching Fellow
- Professor Mitch Blair, Consultant and Reader in Paediatrics
- Dr. Robert Boyle, Clinical Senior Lecturer in Paediatric Allergy
- Professor Marjo-Riitta Jarvelin, Professor and Chair in Life course Epidemiology and Divisional Director of Postgraduate Studies
- Professor J Simon Kroll, Professor of Paediatrics and Molecular Infectious Diseases
- Dr. Mike Coren, Consultant Paediatrician
- Professor Simon Nadel, Reader in Paediatric Intensive Care
- Dr. Sanjay Patel, Honorary Clinical Research Fellow
- Dr. Aubrey Cunnington, Clinical Senior Lecturer and Honorary Consultant
- Dr. David Inwald, Honorary Clinical Senior Lecturer
- Dr. Caronline Scott-Lang, Consultant Paediatrician
- Dr. Claudine De Munter, Honorary Senior Clinical Lecturer
- Dr. Andrea Goddard, Honorary Senior Lecturer
- Mr James P Di Pasquale, Pulmonary & Sleep Science Research Consultant

**For external examiners**

- Dr Monica Lakhanpaul, UCL
- Dr Joan Simons, Open University

It is common for Master's level students to meet and interact with their external examiners at some point during or after their studies as well as during the assessment process itself.

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

External examiners reports can be found here:

5. Location and facilities

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

Your main location of study will be:

📍 St Mary’s Campus:
Norfolk Place,
London W2 1PG
Tel +44 (0)20 7589 5111

Facilities

Computer access and printing is available at the library. The library is on the ground floor of the Medical School Building and has 2 floors: Ground floor - quiet study, books, print journals, 26 PCs and the First floor gallery for silent study. We offer wireless for Imperial staff and students.

Sports Facilities

St. Mary’s Campus boasts a 20m pool and newly refurbished gym. The pool is available for lane swimming, scuba diving, water polo, synchronised swimming and also to hire for special events. Please note: the gym at St. Mary’s can be accessed by Imperial students, however it is run by Imperial NHS Trust. More information about the sports facilities available at Imperial College is available on page 82.

Shuttle bus

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

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

Maps

Campus maps and travel directions are available at:

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

Accessibility

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

💻 [www.disabledgo.com/organisations/imperial-college-london-2](http://www.disabledgo.com/organisations/imperial-college-london-2)
6. Working while studying

This section is only relevant for students on full-time courses. If you are studying part-time then the following recommendations do not apply. If you are studying full time, the College recommends that you do not work part-time during term time. If this is unavoidable, we advise you to work no more than 10–15 hours per week, which should be principally at weekends and not within normal College working hours.

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

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

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

Please refer to our policy on working while studying:

7. Health and safety

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

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

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


**Your Departmental safety contact is:**

Diane Thomason  
St. Mary’s,  
diane.thomason@imperial.ac.uk  
+44 (0)20 7594 3821

Diane Thomason  
St. Mary’s Campus  
020 7594 3821  
diane.thomason@imperial.ac.uk

You will be required to complete inductions and attend training sessions to safely complete this course, these will include (and not be limited to) College online safety course, specialist departmental safety training, lab training. These sessions will be scheduled into your course timetable, and are compulsory.

**The College Safety Department**

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.
The College's activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.

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

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

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

www.imperial.ac.uk/safety

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

**Occupational Health requirements**

The College Occupational Health Service provides services to:

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

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

www.imperial.ac.uk/occupational-health

Please refer to the safety pages within the Department of Medicine website. https://www.imperial.ac.uk/department-of-medicine/for-staff/health-and-safety/ (Imperial Login Required)
8. College policies and procedures

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

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

Academic integrity
You are expected to conduct all aspects of your academic life in a professional manner. A full explanation of academic integrity, including information on the College’s approach to plagiarism is available on the Student Records and Data website:

Cheating offences policy and procedures
It is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Plagiarism is scientific misconduct, and students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College’s Cheating Offences Policy and Procedures – see Appendix 3 of the Examination Regulations which can be found here:

Fitness to practise medicine

Intellectual property rights policy
For further guidance on the College’s Intellectual Property Rights Policy, please contact the Research Office:
Use of IT facilities
View the Conditions of Use of IT Facilities:

9. Animal research

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

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

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

For more information please see:

[www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/animal-research](http://www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/animal-research)
10. Well-being and advice

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

- www.imperial.ac.uk/student-space

Director of Student Support
The Director of Student Support has overall responsibility for all matters relating to student support and well-being.

- www.imperial.ac.uk/people/d.wright

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

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

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

Your Post Graduate Tutors are:
- Dr Wayne Mitchell
- Hammersmith
- w.mitchell@imperial.ac.uk
College tutors
College tutors operate outside of any department. They provide guidance and assistance to students in regard to welfare issues and are also involved in College disciplinary matters involving students. For more information see:
www.imperial.ac.uk/student-space/here-for-you/college-tutors-and-departmental-support

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

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

Visit the Career Service’s website to:
- Book a careers appointment
- Find resources and advice on successful career planning

www.imperial.ac.uk/careers

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

www.imperial.ac.uk/counselling

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

📞 020 7594 9014
✉️ student.funding@imperial.ac.uk

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

💻 www.imperial.ac.uk/students/fees-and-funding/student-support-fund

For tuition fees queries, contact the Tuition Fees team:

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

**Imperial College Union (ICU) Advice Centre**

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

💻 www.imperialcollegeunion.org/advice

**Student Hub**

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

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

📍 Level 3, Sherfield Building, South Kensington Campus
📞 020 7594 9444
✉️ student.hub@imperial.ac.uk
Health services

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

www.imperial.ac.uk/student-space/here-for-you/find-a-doctor

There is an NHS Health Centre on our South Kensington Campus which you may visit during clinic hours if you’re feeling unwell. Students living within the practice catchment area are encouraged to register with the Centre.

www.imperialcollegehealthcentre.co.uk

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

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

Using the Pharmacy
Local pharmacies can offer advice about a range of minor health issues and you do not need an appointment to talk to a Pharmacist. They can advise you about the best over the counter medicine to be taking and are some are even open on weekends and evenings. There are a number of pharmacies available close to St. Mary’s campus such as a Lloyd’s pharmacy located at St. Mary’s hospital on Praed Street.

Disability support

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

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

Room 566, Level 5, Sherfield Building, South Kensington Campus
020 7594 9755
**Departmental Disability Officers**

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

Dr Michael McGarvey  
Director of Post Graduate Studies  
St Marys  
(0)20 7594 9035  
m.mcgarvey@imperial.ac.uk

More information on Departmental Disability Officers is available at:

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

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


**Library and IT**

**Information and Communications Technologies (ICT)**

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

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

**Software shop**

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

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

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

www.imperial.ac.uk/library

**Religious support**

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

www.imperial.ac.uk/chaplaincy

**Support for international students**

**English language support**

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

www.imperial.ac.uk/academic-english

**International Student Support team**

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

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

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

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

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

Appeal administration also sits within the team, as does the responsibility for confirming qualifications via the Higher Education Degree Datacheck service.

**Student records and examinations**

📞 +44 (0)20 7594 7268  
📧 records@imperial.ac.uk

**Degree certificates**

📞 +44 (0)20 7594 8037  
📧 certificates@imperial.ac.uk
12. Work-life balance

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

**Imperial College Union**
The Union’s range of 340+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

![Imperial College Union](www.imperialcollegeunion.org/about-us)

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

![Graduate Students’ Union](www.union.ic.ac.uk/presidents/gsu)

**Sport**
Beginners and semi-professionals alike will receive a warm welcome in our sports clubs, which are subsidised by Imperial College Union to make it a little bit cheaper to keep doing a sport you love.

Access to swimming facilities, including sauna, steam room and spa at Ethos sports centre, is completely free from your very first day. Gym facilities across all campuses are also free after you’ve completed a fitness orientation for a one-off charge (£40 in 2016–17).

![Sport](www.imperial.ac.uk/sport)
13. Student feedback and representation

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

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

[link] www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

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

[link] www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback
14. Student surveys

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

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

- PG SOLE lecturer/module Survey
- Student Experience Survey (SES)
- Postgraduate Taught Experience Survey (PTES) – next due to run in spring 2018

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

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

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

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

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

As a result of feedback to previous surveys, we have: introduced an evening event in the first term where students have the opportunity to meet interact with each other and developed opportunities for students to directly feedback on their experience through staff-student liaison groups. The Union’s “You Said, We Did” campaign shows you some of the changes made as a result of survey feedback:

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

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

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

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

- [surveys.registriesupport@imperial.ac.uk](mailto:surveys.registriesupport@imperial.ac.uk)
15. And finally

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

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

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

www.imperial.ac.uk/alumni

Opportunities for Graduates

Paediatrics and child health encompass a huge range of opportunities for doctors and other healthcare workers to work together to provide high quality care for children and young people. With the reduced training hours, which followed the Working Time Directive, and an expanding subject base, ensuring that all paediatric trainees gain the appropriate learning has become increasingly difficult. Additionally, with the expansion of paediatric services into integrated primary care settings (polysystems) and ambulatory units, there is a need to support the paediatric skills of GPs and other healthcare workers. Currently, many GP’s in the UK do not have had any postgraduate training in paediatrics and child health.

Within Paediatrics all healthcare professionals work closely together, including clinicians (both community and hospital based), physiotherapists, nurses and speech therapists, as well as health visitors, teachers and social workers. The concept of multi-professional teams is well advanced, providing an integrated package of care for the child and a stimulating and enjoyable environment in which to work. Individuals who have trained in a multi-professional programme will have the advantage of already understanding the composition and organisation of such teams and will therefore be attractive prospective employees.

We wish you all success studying at Imperial and hope you enjoy your time here with us.