

Programme Specification for the **BSc in Medical Sciences with Endocrinology**

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 <https://education.med.imperial.ac.uk/Years/4-1011/endo/guide.doc>. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. **Awarding Institution:** Imperial College London
2. **Teaching Institution:** Imperial College London
3. **External Accreditation by Professional / Statutory Body:** Not applicable
4. **Name of Final Award (BEng / BSc / MEng etc):** BSc (Honours)
5. **Programme Title (e.g. Biochemistry with Management):** **Medical Sciences with Endocrinology**
6. **Name of Department / Division:** Undergraduate Medicine
7. **Name of Faculty:** Faculty of Medicine
8. **UCAS Code (or other coding system if relevant):** **A130**
9. **Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points:** <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/medicine.pdf>
10. **Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ):**

Bachelor's (BSc, BEng, MBBS)	Level 6
Integrated Master's (MSci, MEng)	Levels 6 and 7
Master's (MSc, MRes)	Level 7

11. **Mode of Study:** **Full Time**
12. **Language of Study:** English
13. **Date of production / revision of this programme specification (month/year):** **October 2010**

14. Educational aims/objectives of the programme:

The programme aims/objectives are to:

- attract motivated students and teach them in a way that encourages originality of thought and breadth of vision;
- provide a supportive learning environment, underpinned by world class research;
- provide distinctive modules at each level (Years 3 and 4 of the MBBS/BSc degree) within appropriate areas of endocrinology, drawing on the expertise and strengths of our academic staff;

- produce graduates well trained in laboratory and research skills;
- foster the ability to work independently and as part of a group, and to develop presentation skills, both written and oral;
- provide an insight into the major areas of interest in Endocrinology at both the basic science and clinical levels as well as an understanding of state-of-the-art technology that is used to further research in the field
- ensure that students are familiar with the fundamental principles of endocrine communication within the body, the underlying molecular events which support these processes, the pathological states that emerge when these processes malfunction and opportunities for the development of novel therapeutic targets.

15. Programme Learning Outcomes (please list the programme learning outcomes under the headings that follow. Please also list the teaching/learning methods and strategies used to promote the programme learning outcomes. Module learning outcomes can be listed within Module Handbooks and are not required for this section):

Institutions have an obligation to respond to individual needs and must have due regard to the need to eliminate unlawful disability discrimination and to promote equality of opportunity. To meet the expectations of the Disability Equality Duty (DED), institutions should be pro-active in anticipating the variety of possible requirements that disabled students may have, rather than making adjustments for students on an ad hoc basis. This document should list all the skills needed for students to meet the learning outcomes of the programme and may be used by the College's Disability Advisory Service when considering reasonable adjustments to assessment. You may find the following link to the College Disability Advisory Service useful when completing this section: <http://www3.imperial.ac.uk/disabilityadvisoryservice>

1. Knowledge and Understanding

Knowledge and Understanding of:

Teaching/learning methods and strategies

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| <ol style="list-style-type: none"> 1. different scientific techniques and approaches available in molecular, cellular and whole body science; 2. how to formulate hypotheses, what constitutes good experimental design and developing a research plan; 3. critical evaluation of scientific papers; 4. how to use the library and literature searches to gather and organise information; 5. methods available for analysing endocrine function and an appreciation of modern analytical developments; 6. the basic concepts of molecular endocrinology that underpin hormone actions, how dysfunction relates to primary pathogenesis, and how this knowledge informs improvement in diagnosis and the potential for novel therapies; 7. endocrine, paracrine and autocrine phenomena in the development of cancer; 8. theories of the aetiology and pathogenesis of type 2 diabetes mellitus 9. the balance factors which influence food intake, energy expenditure and control of body weight, with a focus on gut-brain communication 10. the body's response to stress and how this might impact on the immune system, control | <p>→ Acquisition of 1. to 4. is through a 2-week introductory course at the start of Year 4 of the MBBS/BSc course and builds on knowledge gained in Years 2 and 3. Acquisition of 5. to 9. is through more advanced and specialist modules available in Year 4. Lectures are an integral part of all modules and are supported by a variety of other teaching and learning methods, including tutorials, seminars, laboratory work, computer-based work and coursework.</p> <p>Throughout, students are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject. Directed learning in the form of small group work and presentations (data analysis and Journal Clubs) will be used to foster team work and develop transferable skills, as well as reflection of the learning process. Independent assignments include written and oral presentations, and the research project/dissertation.</p> <p>Assessment of the knowledge base is through a combination of unseen written examinations,</p> |
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of blood pressure, mood and behaviour ;
11. steroid hormone action in the brain, the concepts of organisational and activational effects that underpin sexual dimorphisms, and pathological implications for neurological disease.

assessed coursework in the form of essays, research critiques and presentations, and the individual research project report and presentation.

2. Skills and other Attributes

Intellectual Skills (lateral and critical thinking, logic):

Be able to:

1. critically analyse experimental approaches;
2. integrate and evaluate information;
3. formulate and test hypotheses using appropriate experimental design and statistical analysis of data;
4. plan, conduct and write-up a programme of original research.



Teaching/learning methods and strategies

Intellectual skills are developed through the teaching and learning methods outlined above and in section 17. Information sifting and sorting, analysis and problem solving skills are promoted through the use of group exercises.

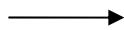
Experimental design and statistical skills are developed in lectures and practical work in the projects. Individual, formative and summative feedback is given to students on all work produced including oral presentations.

Assessment is through coursework, unseen written examinations and project work.

Practical Skills (experimental design, data analysis, research skills):

Be able to:

1. plan and execute safely a series of experiments;
2. use laboratory and information-based technology to generate data and hypotheses;
3. analyse experimental results and determine their strength and validity;
4. prepare technical reports;
5. give technical presentations;
6. use the scientific literature effectively;
7. use computational tools and packages.



Teaching/learning methods and strategies

Practical skills are developed through the teaching and learning programme outlined above (and in section 17).

Practical experimental skills (1. to 3.) are developed through laboratory, computer-based and project work.

4. and 5. are taught and developed through feedback on reports written and presentations made as part of coursework assignments.

6. is developed through lectures, coursework reports and essays, group project exercises and the individual supervised research project.

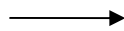
7. is taught and developed through coursework exercises and project work.

Practical skills are assessed through laboratory experiment write-ups, coursework reports and the research project dissertation.

Transferable Skills (initiative, group work, independent thought etc):

Be able to:

1. communicate effectively through oral presentations, computer processing and presentations, and written reports;
2. apply statistical skills;
3. work independently and as part of a team;
4. integrate and evaluate information from a variety of sources;
5. use Information and Communications Technology;
6. manage resources and time;



Teaching/learning methods and strategies

Transferable skills are developed through the teaching and learning programme outlined above and in section 17.

1. is taught through coursework and developed through feedback on reports, essays and oral presentations.

2. is taught through lectures and practical work and developed, as appropriate, during individual research projects.

3. is developed through coursework and project work.

4. is developed through focused seminars and the research project.

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| <p>7. learn independently with open-mindedness and critical enquiry;</p> <p>8. learn effectively for the purpose of continuing professional development.</p> | <p>5. is developed through small group library sessions, projects and other coursework activities and individual learning.</p> <p>6. is developed throughout the course within a framework of staged coursework deadlines. The examination system and projects.</p> <p>Although not explicitly taught, skills 7. and 8. are encouraged and developed throughout the course, which is structured and delivered in such a way as to promote this.</p> <p>1. is assessed through coursework, presentations and written examinations.</p> <p>2. to 5. are assessed through coursework, including project work.</p> <p>4. is also assessed through written examinations.</p> |
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16. The following reference points were used in creating this programme specification (please choose from the following and add any other external reference points used: FHEQ, European Higher Education Area (EHEA), Course Handbook, Subject Benchmark Statements (where appropriate), Professional Statutory and Regulatory Bodies (PSRB) documents etc)

- Student Handbook for Course;
- QAA guidelines for preparing Programme Specifications (www.qaa.ac.uk).

17. Programme structure and features, curriculum units (modules), ECTS assignment and award requirements (for each year of study, please complete the structure for each term (including what modules or course units will be taken and indicate whether there are any pre-requisites). Please also provide information about progression between years. Please indicate whether placement activity will apply to your programme, for example, year abroad):

The degree programme is offered as a full-time course embedded within the MBBS degree course and leads to the **BSc Honours Degree in Medical Sciences with Endocrinology**. All students take the same MBBS first, second and third year course modules. Students taking the Medical Sciences with Endocrinology degree option must complete a specialist two week introductory course in the autumn term of year 4 to progress to the remainder of the BSc (Honours) year (year 4 of the MBBS/BSc course). The introductory course is examined via in-course assessment and year 4 core modules 1-3 are examined by written papers in the spring term. The BSc year continues with students taking either a full-time 10-week independent research project, or a specialist course equivalent to 2 modules. Students taking the research project are assessed by oral presentation, project write-up and performance during the project. Students taking one of the three available specialist courses are assessed by oral presentation, mini-project write-up, and performance during the mini-project.

Year One: Not applicable

Term one:

Term Two:

Term Three:

Year Two (if applicable): Not applicable

Term one:

Term Two:

Term Three:

Year Three (if applicable):

Term one: 2-week BSc Foundation course in Endocrinology with the following aims and objectives:

- Analyse and interpret data, using relevant statistics where appropriate
- Understand the concept of developing and testing a hypothesis
- Understand the principles of experimental design
- Understand the concept of plagiarism and how to avoid it
- Have had experience of written scientific communication
- Understand the fundamental principles and practice of scientific research
- Appreciate the legal and ethical issues surrounding scientific research
- Critically review scientific literature
- Be able to illustrate the above in the context of the Endocrine System, with specific reference to the endocrine control of appetite and blood pressure

Term Two: Not applicable

Term Three: Not applicable

Year Four (if applicable):

Term One: After the two week introductory course, students commence with the **Hormone dependent Systems and Cancers** module (Module 1) in the autumn term. The module provides an advanced understanding of the molecular basis of endocrine function from hormone and receptor genes to signalling molecules and whole-body responses.

Further, it describes and explains the function of the reproductive tract, the hypothalamo-pituitary thyroid axis and the parathyroid regulation of calcium sensing systems, and how abnormalities in hormonal control can give rise to a wide variety of endocrine disorders and cancers. Focus is given to the epigenetic, molecular and cellular mechanisms that are important in the development and progression of endocrine-related cancers, as well as the current and promising molecular targets for novel endocrine-based cancer therapies. Building on this knowledge, the **Type II Diabetes Mellitus, Metabolism and Obesity** module (Module 2) follows and develops an understanding of the theories of the aetiology and the pathogenesis of these universally prevalent and not unrelated conditions. The module first introduces the molecular basis of Type II diabetes, contributions of the intrauterine environment and diet as well as the relative roles of increased insulin resistance and deficient insulin secretion for the development of diabetes. In the second part, Module 2 addresses the role of signalling pathways between gut and brain in the regulation of feeding behaviour and obesity.

Term Two: This term begins with the first part of Module 3, **Neuroendocrinology in Health and Disease**, which provides an understanding the body's response to stressful stimuli with specific reference to the regulation of the hypothalamo-pituitary-adrenal (HPA) axis, the intercommunication between the HPA system, immune system and brain, as well as the endocrine basis of hypertension. The second part of Module 3 explores i) the non-reproductive as well as reproductive roles of sex hormones in the brain and the implications for sex differences in the prevalence of CNS disorders, ii) the impact of early life exposure to stress and sex hormones on physiological processes and disease susceptibility in later life and iii) the scope for new therapeutic approaches to endocrine-related diseases.

During the latter part of this term, the students are examined on core modules 1 – 3. After completing their examinations, students commence their research project or specialist course.

Term Three: The summer term commences with continuation of the research project or specialist course. At the end of the research project or specialist course, students are assessed by an oral presentation of their studies, a project write-up of approximately 5000 words or a mini-project write-up of up to 6000 words, and the performance of the student during the project or mini-project, respectively.

18. Support provided to students to assist learning (including collaborative students, where appropriate). (The description should include information about the induction programme, welfare and pastoral support, library and other facilities available to students, personal tutoring, and access to teaching and learning support services, English language support, feedback to students and dissemination of actions taken as a result):

- A course guide provides more detailed information (also published electronically).
- The Medicine Undergraduate Teaching Intranet.
- Additional information provided on Faculty/Department Intranet.
- Extensive library (7-day, 24h opening in term time) and other learning resources and facilities at Hammersmith and St. Mary's campus.
- Dedicated computing, printing and copying facilities (including scanning) with extended daily access, and providing e-mail, on-line journals, journal databases (e.g. Web of Science, Medline). Log-on facility (VPN) from outside College.
- Modern teaching laboratories and access where appropriate to adjacent research facilities.
- A staff - student liaison group.
- Research Seminar Series, which run weekly at the Hammersmith campus.
- In addition to the Course Director and Module Leaders, all students are allocated personal tutors whose role is both pastoral and academic.
- Student email and open personal access to tutorial staff including the Course Director, Module Leaders and the Deputy Head of Department (Teaching).
- Access to the Officers of the Medics Student Union (based in the Sir Alexander Fleming Building).
- Access to the Senior Welfare Tutor for Year 4 (BSc), Faculty of Medicine.
- The Director of Education.
- The Faculty Education Office (FEO) who provide a first point of contact for all matters concerning students.
- 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.
- Opportunities for students to conduct their Final Year Research Projects in other Departments/Centres within Imperial College London.

19. Criteria for admission:

All students will have met the minimum entrance requirements for the School of Medicine MBBS/BSc programme and have successfully completed years 1 and 2 and the BSc Foundation Course (Part A) of the course.

20. Processes used to select students:

The selection of students for the BSc operates via student BSc choice submission and allocation of the students to BSc based on their submitted choices and academic performance in Years 1 and 2. A BSc Appeals procedure is in place to ensure that students unsatisfied with their original BSc choice and allocation can be considered for re-allocation to another course, subject to available places and satisfactory academic performance.

21. Methods for evaluating and improving the quality and standards of teaching and learning *Information regarding College-level practices is outlined below. Please amend this as appropriate to incorporate details of departmental activity.*

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 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 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.

Mechanisms for evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Annual course review undertaken by the Faculty of Medicine BSc Quality Assurance group of the Education Committee Year 4 – BSc. The review will be considered by the Education Committee Year 4 – BSc and will cover all aspects of the course including progression and degree statistics, External Examiner Reports, student feedback and peer review [see below], feedback from module leaders and other staff.
- Staff – Student Liaison Group Year 4.
- College *Student On-Line Lecturer Evaluation* (SOLE) and in-house course questionnaires organised by module convenors.
- Biennial staff appraisals by Section Heads, reviewed by the Head of Department.
- Peer teaching observations, which are monitored by the Deputy Head of Department (Teaching).
- External Examiner reports.
- Departmental Executive Committee.
- Review by the Quality Assurance Agency.
- Reviews by the GMC.

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

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

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

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

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

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

Committees with responsibility for monitoring and evaluating quality and standards

- Staff – Student Liaison Group Year 4.
- Faculty of Medicine BSc Quality Assurance group.
- Faculty of Medicine Education Committee Year 4 – BSc.
- Medical Studies Committee.
- Departmental Executive Committee.
- Board and Sub-Board of Examiners – meets to consider final degrees.
- Examinations and Assessments Committee.
- College Undergraduate Studies Committee.
- College Quality Assurance Committee (with student representation).
- Imperial College, Senate

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:

The following regulations and guidelines for feedback on student performance apply:

- There is no definitive College ruling on the means of providing assessment results for coursework other than that that marks should be released to students after confirmation by the Board of Examiners. Course tutors should ensure that the students are given appropriate feedback on their work by issuing marks indicative of the boundaries within which the actual marks fall (i.e. first class; upper second; lower second; third; pass; fail) according to the following criteria:
- Marks should only be given for coursework which contributes to the assessment of a discrete course element, e.g. practical write-ups, coursework essays.
- Marks should not be issued for major discrete course elements, e.g. final year projects and dissertations prior to the meeting of the Board of Examiners. Detailed information of marks for elements of formal examinations (Part B) can only be released to a student after he/she had submitted a request under the Freedom of Information Act to Registry that is liable to a fee. Granted requests allow the student access to his/her script under supervision by a member of the FEO. The granted requests do not allow copying of documents or subsequent discussion of assigned marks with examiners.
- Marks for any element of work should be released simultaneously to the entire cohort of students after undergoing departmental moderation procedure
- Students must be informed that all marks released are provisional until confirmed by the Board of Examiners. Any noted justifications for issued marks should be maintained for at least a year.
- Coursework should normally be marked and returned to provide feedback within two weeks of the deadline for submission.
- As good practice, it is recommended that the BSc courses use an approved In-course Assessment Feedback form for feedback on student performance in the in-course assessment of the Introduction to the BSc course, Part B modules, Specialist course Module 4 and the BSc Foundation course.

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:

- Staff – Student Liaison Group Year 4.
- Faculty of Medicine Education Committee Year 4 – BSc - student representative.
- Feedback sessions for each module and SOLE
- Faculty Education Office, Personal Tutors, Senior Welfare Tutor for the BSc (FoM), Course Directors and Module Leaders.
- Vivas with External Examiners.

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

The BSc Welfare Tutoring system, introduced from 2009/10, is designed to cater for the welfare needs of BSc students coming off the clinical Year 3. In Year 4, the BSc students will retain their clinical tutor but will also have an allocated BSc course tutor. The BSc Welfare tutoring system will be overseen by the Senior Welfare Tutor for the BSc in the Faculty of Medicine, the Director of Education, and the established committee structure for the BSc, beginning with the Staff-Student Liaison Group - Year 4 (SSLG 4).

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:

- College and Faculty of Medicine Staff Development Courses;
- staff appraisal scheme and institutional staff development courses;
- active encouragement of membership of the ILTHE; new Lecturers are encouraged to take the Certificate of Advanced Study in Learning and Teaching [CASLAT] run by the Imperial College Centre for Educational Development;
- College Teaching Development and Teaching Research Grant Schemes to fund the development of, and research into, new teaching and appraisal methods;
- Updating professional and IT/computing developments.

22. Regulation of Assessment (you may find the following link useful when completing this section: <http://www3.imperial.ac.uk/registry/information/academicregulations>)

a) Assessment Rules and Degree Classification:

For **undergraduate programmes** classification of degrees will be according to the following range of marks:

First class	70 - 100%
Second class (upper division)	60 - 69.9%
Second class (lower division)	50 - 59.9%
Third class	40 - 49.9%

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

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

Assessment in the BSc in Medical Sciences with Endocrinology

The BSc Introductory course in Year 4 is assessed via course work only. The in-course assessment will comprise one compulsory piece, the type of which will be at the discretion of the course organiser.

The BSc, Part B, is assessed via in-course assessment – 2 compulsory pieces for each of the three Part B modules, contributing a total of 30% of the module's mark, and a written examination paper, part of the Part B examination, contributing 70% of the overall module mark.

Part C of the BSc is assessed 1) for students undertaking a BSc Project: via a project write-up, contributing 70% to the overall Part C mark, an oral presentation of the project, contributing 20% of the overall Part C mark, and a mark of the performance of the student during the project, contributing

10% of the overall Part C mark; and 2) for students undertaking a specialist course: via in-course assessment – two pieces contributing a total of 40% (20% each) of the overall Part C mark, a mini-project write-up, contributing 30% of the overall Part C mark, an oral presentation of the mini-project, contributing 20% of the overall Part C mark, and a mark of the performance of the student during the mini-project, contributing 10% of the overall Part C mark.

b) Marking Schemes for undergraduate taught programmes:

The Pass Mark for all **undergraduate** modules is 40%. From October 2008 entry all undergraduates are required to pass all their course units to progress to the next year.

c) Processes for dealing with mitigating circumstances:

For undergraduate programmes: Candidates with mitigating circumstances are not subject to the borderline restrictions but should be considered individually. However, as a general principle, candidates whose marks are more than 5% below the borderline should not normally be raised to the next higher classification. Where the Board of Examiners determines that a higher classification should be awarded extra marks should be applied to bring the final marks into the higher range.

d) Processes for determining degree classification for borderline candidates:

For undergraduate programmes: Candidates who fall no more than 2.5% below the minimum mark for a higher honours classification shall be eligible for review of their final classification; this review could include an oral examination or practical test or other mechanism appropriate to the discipline. Candidates whose marks are below the 2.5% borderline may be considered for a higher honours classification where certain provisions apply. Where the Board of Examiners determines that a candidate should be awarded a higher honours classification extra marks should be applied to bring their final marks into the higher range. Detailed records of all decisions should be recorded in the minutes of the meeting of the Board.

e) Role of external examiners:

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

23. Indicators of Quality and Standards (e.g. accreditation reports):

- Favourable comments by External Examiners.
- High proportion of students achieving a First Class or Upper Second Class Honours Degree.
- High proportion of students presenting data obtained during their research project at meetings of appropriate national and international scientific societies, including the Society for Endocrinology (UK and USA), British Society for Neuroendocrinology, International Society for Neuroendocrinology, British Pharmacological Society.
- Independent review of the quality of the educational provision of the Department by the Quality Assurance Agency subject review and by the GMC.

24. Key sources of information about the programme can be found in (links to course handbook, prospectus, departmental website, syllabus etc):

<https://education.med.imperial.ac.uk/Years/4-1011/endo/index.htm>