

Programme Specification for the BSc in Medical Sciences with Global 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 <https://education.med.imperial.ac.uk/Years/4-1011/GH/index.htm>. 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 Global Health**
6. **Name of Department / Division:** Undergraduate Medicine
7. **Name of Faculty:** Faculty of Medicine
8. **UCAS Code (or other coding system if relevant):** **A141**
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 students motivated in learning a relatively new and increasingly crucial discipline in a way that encourages originality of thought and breadth of vision
- provide a supportive learning environment, underpinned by world class research, by drawing on the expertise and strengths of our academic staff
- develop graduates' ability to work in a multidisciplinary field, critically appraise research findings and data from a variety of perspectives (including economic, social, anthropological and cultural), and interpret their relevance to Global Health
- 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 main concepts in epidemiology and how this is central to the study of Global Health
- Inspire students to become leaders in a rapidly growing discipline
- Recognise the uncertainty and limitations in Global Health knowledge

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:

1. The different definitions of Global Health
2. The relevance of Global Health in relation to the student's main degree
3. The major contemporary Global Health issues and their potential solutions
4. The various disciplines that contribute to Global Health knowledge
5. The main challenges and approaches to investigation, including current research controversies and challenges
6. the scientific evidence on which knowledge is based and how to develop a critical approach to this
7. The main aspects of globalisation which are relevant to health (socioeconomic, environmental and technological changes) and their impact on existing health inequalities within and between countries
8. The Global Health actors and an understanding of the concept of Global Health governance
9. Trends in Global Burden of Disease and limitations of these measures
10. Principles of epidemiology as applied to Global Health including the different epidemiological study designs
11. Principles of statistical methods
12. Critical evaluation of scientific evidence;
13. Formulate arguments around the current debates in Global health;

Teaching/learning methods and strategies

Points 1-12 are introduced in Part A and consolidated throughout Part B under each specific Module. Lectures are an integral part of all modules and are supported by a variety of other teaching and learning methods, including tutorials, seminars, practicals, computer-based work and coursework.

Throughout the course, students are encouraged to undertake independent reading both to supplement and consolidate what is being taught and learnt, and to broaden their knowledge and understanding of the subject. Directed learning in the form of small group project work and presentations are used to foster team work and develop transferable skills. Independent assignments include written and oral presentations, and End-of-year project/Part C report.

Students will be encouraged to take part in the lively internal seminar programme in the School of Public Health

Assessment of the knowledge base is through a combination of written examinations, assessed coursework in the form of essays and group presentations, and individual research project report and presentation.

2. Skills and other Attributes

Intellectual Skills (lateral and critical thinking, logic):

Be able to:

1. Develop skills and techniques to analyse issues relevant to Global Health
2. Interpret, integrate and evaluate data from a range of disciplines within Global Health including epidemiology, public health, political sciences, development studies, anthropology.
3. Carry out critical evidence-based analysis and evaluation of scientific literature
4. Formulate relevant research questions, apply appropriate research methods to test the formulated hypothesis, choosing the appropriate experimental design
5. Plan, conduct and write-up a systematic review or policy report on a chosen subject.

Teaching/learning methods and strategies

Intellectual skills are developed through the teaching and learning methods outlined. Critical appraisal and research methods skills are developed throughout the course using a variety of teaching methods (lectures, guided group exercises, journal clubs, group presentations, films/documentaries and in-course assessments). A range of skills will be developed/consolidated in Part C depending on whether the student is assigned to an individual project or a taught module. Library session on searching the literature, lectures and group sessions will be employed to develop literature review skills.

Research methods are taught via a horizontal stream of Research Methods, throughout the course. This is done through supervised group exercises where the students are encouraged to develop their own research project as a group.

Formative Individual and/or group feedback is given to students on all work produced including oral presentations.

Assessment is through coursework, group presentations, written examinations and project work.

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

Be able to:

1. Identify data from a variety sources (scientific literature, media, institutional publications including governmental, non-governmental and international institutions), and evaluate its quality
2. Review the literature: use databases for literature searches and data mining
3. Analyse scientific papers. Develop a framework for critical appraisal and interpret the strength and validity of data from a Global Health perspective.
4. Develop statistical skills
5. Learn to structure an argument in Global health

Teaching/learning methods and strategies

Practical skills are developed through the teaching and learning programme outlined above (and in section 11).

1 and 2 are developed through a library-based session, lectures and seminars. This is then consolidated coursework including individual essays and the End-of-Year project/Part C report.

3 is taught and developed through lectures, seminars, journal clubs, the Research Methods stream and in-course assessments, with relevant feedback.

1-3 are further consolidated in Part C, when a majority of the students prepare a supervised End-of-year Project (or a relevant report for those students assigned to Taught Modules).

4 is developed in lectures and computer-based practical work in the foundation and core courses and subsequently in project work.

Practical skills are assessed through course work, unseen written examinations and End of year Project write-up/Part C assignment.

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

Be able to:

1. Effectively participate in teamwork and debates
2. Develop oral communication skills to present data effectively
3. Work independently
4. Develop written communication skills to present data effectively
5. Integrate and evaluate information from a variety of sources;
6. Apply basic statistical skills to Global Health problems
7. Use Information and Communications Technology including handling basic datasets to calculate epidemiological measures of disease
8. Develop an awareness of the ethical, legal and social issues pertinent to biomedical research
9. Manage resources and time
10. Learn independently with open-mindedness and critical enquiry
11. Learn effectively for the purpose of continuing professional development.

Teaching/learning methods and strategies

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

1 and 2 are developed through structured plenary debates, group oral presentations (formative and assessed) and relevant feedback on these.

3, 4 and 8 are developed through assignments, lectures and practical work on critical appraisal of information, appropriate feedback on students' work and throughout their End of year Project/Part C Report.

5. is developed through practicals and individual learning

6 and 7 are taught through computer-based practicals and problem-based learning group sessions including in the Research Methods theme.

8 is developed horizontally throughout the course and more specifically through reading and a guided group debate on ethics, as well as in the planning and implementation of the End-of-year project for those students assigned to this, with individual guidance from a personal supervisor.

9. is developed throughout the course within a framework of staged coursework deadlines and examination system, with appropriate pastoral care in a supportive environment

10. students are encouraged to develop their knowledge in proactive ways such as attending the lively internal seminar programme in the School of Public Health

11. is encouraged throughout the course by creating a supportive environment, giving students the choice of furthering their understanding of a chosen field through coursework. A careers fair is organised to discuss various ways in which a Global Health BSc can be integrated into a career plan.

1 and 2 are assessed through group presentations and, if applicable, through an end-of-year viva examination.

3 to 6 and 8-11 are assessed via individual assignments, written examinations, End of Year Project/Part C Report.

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 Global Health**. Some students from other Degree courses are also eligible. All medical students take the same MBBS first, second and third year course modules unless they are external students from another University in which case the order of the above years depends on their own University policy. A 2-week Introductory course (Part A) starts in the autumn term. Core taught modules 1-3 (Part B) are then examined 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 Global Health 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

Term Two:

Term Three:

Year Four (if applicable):

Term One: Students commence with a 2-week Introduction to the BSc course (Part A) with the following aims and objectives:

- Analyse and interpret data, using relevant statistics where appropriate

- Understand the concept of developing and testing a hypothesis

The Autumn Term proceeds with the first Part B module – **Communicable Disease (Module 1)**, This module provides a broad overview of the challenge posed by infectious diseases to global health. Formal teaching will cover the major diseases faced by the global health community, disease burden and approaches to the control of disease. The course will be structured around different modes of disease transmission to link more clearly with areas of environmental health and health policy. Within the module there will be journal clubs led by the students with allocated papers, debates and two in-course assessments for submission.

This is followed by the second module in **Non-Communicable Diseases**, which ends the autumn term (**Module 2**). This module covers the following topics: the Global burden of non-infectious diseases, including methods for describing and comparing; descriptive epidemiology by geographic area, ethnicity; rates in migrants; trends; the epidemics of obesity and diabetes; nutritional epidemiology and the metabolic syndrome; tobacco-related diseases and tobacco control; the role of environmental exposures in developed and developing countries; climate change and its effects on health; adaptation to climate change; the interplay between genes and the environment and preventive strategies and policies.

Term Two: The final and third module entitled **Global Health Leadership: Institutions, Health Systems and Evaluation**, takes the first half of the spring term. It covers the interpretation and critical assessment of evidence in global health in a development context, health needs assessment, heterogeneity in health systems world-wide (organisation, governance, financing and equity issues in access); multidisciplinary approaches and ethical issues in research in resource-poor countries, architecture and leadership in global health, role of science and technology, development and the pharmaceutical industry in shaping global health interventions.

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

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/Departmental Intranet.
- Extensive library (7-day, 24h opening in term time) and other learning resources and facilities at South Kensington 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 facilities
- A staff - student liaison group.
- Lively internal seminar programme in the School of Public Health
- In addition to the Course Director, Module Leaders and a Global Health Teaching Fellow, providing academic and pastoral support, all students are allocated a personal tutor for their End of Year Project/Taught Modules (according to which one they are assigned to)
- Student email and open personal access to tutorial staff including the Course Director, Module Leaders, Teaching Fellow and the Deputy Head of Division (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 and in external organisation at the discretion of the course Directors.

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. Students who have completed other relevant courses will also be eligible to apply including Biomedical Sciences students.

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. External students are selected through a written application process.

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 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 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.

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.
- Division 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** and **Graduate School Postgraduate Quality Committees** are the major vehicle for the quality assurance of undergraduate / postgraduate 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 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 Part B modules 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 Head of Undergraduate Medicine, 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%

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

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

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

Assessment in the BSc in Medical Sciences with Global Health

Part A, Introduction to the BSc course is assessed via in-course assessments.

Part B: There will be two in-course assessments for each module (excluding the introductory module), plus the part B exam (held in February). The in-course assessments will include:

Module 1

- Critical appraisal: Each student will be given a research paper to appraise in a presentation to the whole group. These presentations will be organised as seminars with 3 or 4 students presenting different papers on a topic. (15% of the module mark)
- Emerging infection case study: students will work in groups of three to produce a short presentation on an emerging infectious disease to cover the key determinants of emergence and transmission, and factors associated with persistence and/or control. These will be presented to the whole group one afternoon and they will be assessed on the presentation. (15% of the module mark)

Module 2

- Country health profile: students will work in pairs to produce a country/regional health profile to be presented to the whole group. The aim of this is to demonstrate an ability to retrieve and interpret routine data, surveillance, appreciate the range of health issues, and discuss the key priorities for this country. (15% of the module mark)
- Data interpretation exercise: each student will receive a simple set of data and (s)he will be required to describe and interpret them in a written form (15% of the module mark).

Module 3

- Essay: individual essay based on an element of group work based on country case studies in which students will work in teams to design a country health system package. (15% of the module mark)

- Group presentation: as “country health profile” but on the country health systems (15% of the module mark).

Part C: Each student will undertake an individual project or take one of the specialist BSc courses. The projects will give the students the opportunity to undertake a piece of individual research. Projects will be able to address any question in global or environmental health. The topic can be selected from a range offered by teaching staff, or may be one suggested by the student. Projects may be

- Literature-based, for example a systematic review and meta-analysis or an evidence-based policy review
- Analysis of an existing data set within one of the many research programmes
- Undertaking the collection of new data, for example a clinical audit, within the context of an existing clinical or research programme

b) Marking Schemes for undergraduate and postgraduate 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.

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 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.

For postgraduate taught programmes: Candidates should only be considered for promotion to pass, merit or distinction if their aggregate mark is within 2.5% of the relevant borderline. Nevertheless, candidates whom the Board deems to have exceptional circumstances may be considered for promotion even if their aggregate mark is more than 2.5% from the borderline. In such

cases the necessary extra marks should be credited to bring the candidate's aggregate mark into the higher range.

e) Role of external examiners:

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

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

- Favourable comments by External Examiners.
- High proportion of students achieving a First Class or Upper Second Class Honours Degree.
- 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/GH/index.htm>